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ABSTRACT

The purpose of this curriculum guide is to define a portion of the common core of knowledge and skills that middle school students should know or be able to do to promote health and well-being. It identifies an appropriate score and sequence, and offers suggestions for teaching and learning. It is also intended as a tool for coordinating and focusing the diverse components that comprise the health instruction program of the school district. The guide contains a statement of philosophy and broad goals for each content area. Objectives, organized around these goals, define more specific expectations for students in kindergarten through grade 12. These objectives, then, are translated into a scope and sequence which provides the basis for lesson planning. The focus of the guide on on grade 6. A paper on physical and psychological safety for middle school students is included. (JD)

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ED315408

MIDDLE SCHOOL
HEALTH

GROWING
UP
HEALTHY

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DRAFT DOCUMENT FOR REVIEW, RESPONSE AND RECOMMENDATION

FWISD
1988

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SUPERINTENDENT'S MESSAGE

One of the greatest challenges facing the Fort Worth Independent School District is to identify the common core of knowledge and skills that students in the District should know or be able to do. This challenge includes planning and delivering instruction which results in the achievement of mastery, by all students, of these core objectives.

The purpose of this curriculum guide is to define a portion of that common body of knowledge and skills, to identify an appropriate scope and sequence, and to offer suggestions for teaching and learning. It is intended, also, as a tool for coordinating and focusing the diverse components that comprise the instructional program of the District. While the use of this guide will provide curriculum standardization, consistency, and articulation, teachers are advised and expected to make decisions, whenever appropriate, regarding adaptations to accommodate identified student needs and abilities.

Don R Roberts

Don R. Roberts
Superintendent of Schools

ABOUT THIS DOCUMENT

This curriculum guide represents a reconciliation of an unlimited amount of curriculum content and the limits of time. Its purpose is to promote greater pupil achievement through close and deliberate alignment of the written, the taught, and the tested curriculum. Developed in response to the need to bring the district curriculum into congruence with the state-mandated curriculum as defined in Chapter 75, it is to be used as a guide for planning instruction.

Since the fall of 1987, some of your colleagues have worked on your behalf to redefine the curriculum for the Fort Worth Independent School District. During this time, your fellow teachers have struggled with some formidable tasks: developing statements of philosophy to guide curricular decisions, defining goals and objectives, formulating a scope and sequence for each content area, and designing suggested instructional and assessment activities and strategies.

As you will notice, this document is not yet complete. It provides an overview of what students need to learn in a subject or grade level. It contains a statement of philosophy and broad goals for each content area. Objectives, organized around these goals, define more specific expectations for students in kindergarten through Grade 12. These objectives, then, are translated into a scope and sequence which provides the basis for lesson planning.

Now, your colleagues are asking that you join in the collaboration. They ask that you review their work, try it out in your own classroom, and offer suggestions that you would like incorporated into the curriculum guides. Response forms are included in each curriculum guide to facilitate this process. Your input will guide your colleagues as they continue work on this document. It is important that the completed guides represent you and reflect the efforts of the entire staff.

We acknowledge the contributions of curriculum writing teams and the leadership of program directors in these initial efforts. We appreciate, also, the assistance of the Department of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach
Assistant Superintendent for
Instructional Planning
and Development

Nancy J. Timmons
Director of Curriculum

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This document was prepared through the efforts of many individuals who devoted valuable time to planning, critiquing, and revising its components. The curriculum writing team was composed of local educators from all grade levels who met periodically over the last several months to coordinate and integrate their individual efforts. Their devotion to the task deserves special appreciation. Members of the writing team are as follows:

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GRADE 6

HEALTH

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AND RECOMMENDATION

FWISD
1988

HEALTH EDUCATION
GRADES K-12

PHILOSOPHY

Health education today has progressed from a program which focused primarily on anatomy and hygiene to one which focuses on wellness--the optimal level of health to which an individual can aspire. Students in the health education program are provided an opportunity at all grade levels to take responsibility for their own health. The program helps students to make positive, informed, and accurate decisions on matters important to their well-being.

Current facts in the following areas of health education are offered at all levels: mental health, family and social health, physical growth and development, nutrition, exercise and fitness, drugs, communicable and non-communicable diseases, and consumer and environmental health. The concepts presented within each area allow for individual differences at each grade level while providing for continuity throughout all grades.

In the early grades students concentrate on self-awareness, developing positive attitudes and behaviors, and making healthy decisions. In the middle grades students are provided more opportunities to develop self-esteem and to learn to cope with the problems of becoming adolescents. Students in the higher grades learn to use problem-solving techniques to develop a healthy self-concept, to make responsible decisions, and to practice life management skills that could afford them a long and healthy life.

HEALTH EDUCATION
GRADES K-12

RATIONALE

The purpose of this guide is to provide teachers a tool for planning instruction in health education based on Texas Education Agency essential elements and Fort Worth Independent School District goals and objectives. This publication is not designed to be a restrictive document; rather, it should assist teachers in guiding students to learn to make discriminating decisions in matters relating to health, to live healthfully, and to support family and community health programs. The guide should assist teachers in planning and delivering instruction which will promote mastery of a common core curriculum by all students and, at the same time, provide for curricular differentiation to meet the needs of special populations.

GOALS

1. The learner will apply concepts and skills that foster individual personal health and safety.
2. The learner will apply health-related concepts and skills that involve interaction between individuals.
3. The learner will apply health-related concepts and skills that affect the well-being of people collectively.

Health
GRADE SIX
MAJOR OBJECTIVES

1. Explore the concepts of self-esteem, communication, and emotions as they relate to the adolescent.

2. Examine ways in which to improve peer and family relationships.

3. Use critical thinking and apply decision-making skills to make appropriate health choices.

4. Acquire information regarding use and abuse of chemical substances and apply decision-making skills to resist peer pressure associated with tobacco, alcohol, marijuana, and other common drugs.

5. Evaluate the importance of responsible decision making toward personal health care.

6. Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases.

7. Demonstrate an understanding of the role of nutrition in developing a healthy individual.

8. Relate the concept of physical fitness to a healthy body.

9. Demonstrate an understanding of responsible behavior toward the prevention of accidents and the care of injuries.

10. Examine the beneficial and detrimental effects of the environment on the individual.

11. Identify the physical, mental, social, and emotional changes which occur between childhood and adulthood.

Health
GRADE SIX
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
ADOLESCENCE	
Explore the concepts of self-esteem, communication, and emotions as they relate to the adolescent.	
1. Identify characteristics which are unique to adolescents	1A
2. Identify daily practices which promote self-concept	1A
3. Recognize as normal changes that adolescents experience	1A
4. Differentiate between good and poor listening skills	1A
5. Appraise individual strengths in relation to developing a positive self-concept	1A
6. Contrast a supportive and non-supportive classroom environment	1A
RELATIONSHIP WITH OTHERS	
Examine ways in which to improve peer and family relationships.	
7. Identify behaviors and friendships that promote healthy relationships	1A
8. Choose appropriate behaviors and friendships when given specific situations	1A
9. Recognize the lifetime benefits of strong family relationships	1A,2C
10. Recognize, define, and show appreciation for the family, its members, its structural differences, and its place in society	1A,2C
11. Recognize personal sexual rights and responsibilities	1A
DECISION MAKING	
Use critical thinking and apply decision-making skills to make appropriate health choices.	
12. Identify and use the steps involved in the decision-making process	1A
13. Relate decision-making skills to the influences of misleading advertisements	1A
14. Examine choices made in selected situations and assume responsibility for those choices	1A
SUBSTANCE ABUSE	
Acquire information regarding use and abuse of chemical substances and apply decision-making skills to resist peer pressure associated with tobacco, alcohol, marijuana, and other common drugs.	
15. Distinguish between legal and illegal drugs	1F
16. List strategies for avoiding or breaking friendships with peers who either use drugs or encourage others to use drugs	1A,1F
17. Explain effects of substance abuse on the family	1F,2C

THE LEARNER WILL:	ESSENTIAL ELEMENTS
18. Describe short-term and long-term effects of tobacco and alcohol on the body systems	1F
19. Examine ways to respond to peer pressure to take drugs	1A,F
20. Identify socially acceptable alternatives to alcohol, tobacco, marijuana, and other mood modifying substances	1A,F
HEALTH DECISIONS	
Evaluate the importance of responsible decision-making toward personal health care.	
21. Identify factors which influence health decisions	1A
22. Develop a plan for daily care of personal health including the prevention of personal health problems	1A-H
23. Describe the importance of periodic medical check-ups by a professional	2A
DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases.	
24. List and describe examples of infectious and noninfectious diseases	2B
25. Describe causes and effects of cardiovascular disease and cancer	2B
26. Name methods of prevention for major communicable diseases including AIDS	2B
27. Discuss the significance of disease prevention for the future	2B,3B
NUTRITION	
Demonstrate an understanding of the role of nutrition in developing a healthy individual.	
28. Explain the relationship of the six nutrients to a healthy body	1E
29. Recognize that individual food choices are influenced by multiple factors (cultural, social, emotional, economic, and environmental)	1E
30. Evaluate own personal food intake	1E
31. Identify examples of how dietary fads may be potentially harmful to a person's health and economic well-being	1E
PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body.	
32. Relate cardiovascular fitness to physical fitness	1D,G
33. Explain why more adults are exercising today	1D,2C
34. Recognize that physical exertion contributes to physical relaxation	1D
35. Identify the most effective method of weight control	1D,E
36. Explain how to set up an exercise program	1D

THE LEARNER WILL:	ESSENTIAL ELEMENTS
SAFETY AND FIRST AID	
Demonstrate an understanding of responsible behavior toward the prevention of accidents and the care of injuries.	
37. Identify ways to prevent unnecessary accidents at home and school	1H
38. Identify traffic safety practices related to travel to and from school (bicycle, auto, walking)	1H
39. Distinguish between proper and improper basic first aid techniques for common injuries and illnesses	2D
HEALTHY ENVIRONMENT	
Examine the beneficial and detrimental effects of the environment on the individual.	
40. Identify effects of air and water pollution, loud noise, and litter	1H,3B
41. Differentiate among local, state, and federal government agencies involved with pollution control	3A
42. Identify personal responsibilities in maintaining a healthy environment	3B
GROWTH AND DEVELOPMENT	
Identify the physical, mental, social, and emotional changes which occur between childhood and adulthood.	
43. Recognize physical changes which occur during puberty	1G
44. Describe the emotional and social changes experienced by the adolescent	1A,G
45. Identify the functions and care of the reproductive organs	1G

SCOPE AND SEQUENCE--HEALTH GRADE 6

Gr.	Adolescence	Relationship with Others	Decision-Making	Substance abuse	Health Decisions
6	Identifies unique adolescent characteristics Identifies ways to promote self-concept • daily practices • listening skills • individual strengths • classroom environment	Identifies factors that promote healthy relationships Recognizes lifetime benefits of strong family relationships	Uses steps in decision making Relates factors which influence decision making Recognizes self-responsibility for choices made	Evaluates strategies for resisting peer pressure Explains effects of substance abuse Identifies socially acceptable alternatives to drugs	Identifies factors which influence health decisions Develops daily plan for personal health care Describes importance of periodic medical check-ups

Gr.	Diseases	Nutrition	Physical Fitness	Safety and First Aid	Healthy Environment	Growth and Development
6	Describes examples of infectious and noninfectious diseases Describes causes and effects of cardiovascular disease and cancer Describes methods of disease prevention	Relates nutrients to a healthy body Recognizes factors which influence food choices • cultural • economic • environmental Evaluates personal food intake	Relates cardiovascular fitness to physical fitness Explains need for adults to exercise Recognizes contribution of physical exertion to relaxation	Lists examples of accident prevention • home • school Identifies traffic safety practices • bicycle • walking • auto Distinguishes between proper and improper first aid techniques	Identifies effects of pollution • air and water • loud noise • litter Differentiates among local, state, and federal health agencies	Recognizes changes during puberty Describes emotional and social changes during adolescence Identifies functions and care of reproductive organs

Health
GRADE SIX
RECOMMENDED SEQUENCE AND TIME ALLOCATION

STRANDS	SEQUENCE	TIME*
1. Adolescence	Teach first	13-15 days
2. Relationship with Others	Teach second	8-10 days
3. Decision Making	Teach third	3-5 days
4. Substance Abuse	Any sequence	8-10 days
5. Health Decisions	Any sequence	3-5 days
6. Diseases	Any sequence	8-10 days
7. Nutrition	Any sequence	8-10 days
8. Physical Fitness	Any sequence	3-5 days
9. Safety and First Aid	Any sequence	3-5 days
10. Healthy Environment	Any sequence	3-5 days
11. Growth and Development	Teach as last unit	10 days**

*Some strands will require the maximum recommended time for instruction. There are not enough instructional days in a semester, however, to accommodate teaching all strands for the maximum number of days. Each teacher must plan instruction for the number of days in each semester.

**The Growth and Development unit is to be taught as a ten-day unit after all other units have been taught. It is strongly recommended that instruction of this unit begins three weeks before the end of the semester to allow for unexpected schedule interruptions.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 6

(1) Concepts and skills that foster individual personal health and safety. The students shall be provided opportunities to:

- (A) identify daily practices that promote self-concept;
- (B) recognize shared responsibility with parents for own dental care;
- (C) recognize symptoms of vision and hearing problems;
- (D) review examples of daily schedules that include adequate sleep, rest, and regular, vigorous physical activity;
- (E) make healthful food choices in context of social environment;
- (F) identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug abuse and methods of prevention, with special emphasis on illegal drugs;
- (G) identify ways to care for the principal body systems; and
- (H) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) recognize a logical process of selecting health services, products, and practioners;
- (B) identify communicable and noncommunicable diseases, their causes, symptoms, prevention, and treatment;
- (C) recognize the health of the family is dependent upon the contributions of each of its members; and
- (D) identify basic emergency treatment, including aid to persons choking or not breathing.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) relate the system of health services provided by government to the health needs of people; and
- (B) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 7 OR 8

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) determine alternate courses of action when one is being pressured concerning use of alcohol, tobacco, and other drugs;
- (B) describe sources of stress and analyze various ways of handling stress;
- (C) recognize that daily health practices affect confidence and achievement, social development, and wellness;
- (D) investigate the range of effects on personal health and safety from the use of alcohol, tobacco, and other drugs;
- (E) plan a personal program of physical activity, rest, and food selection;
- (F) recognize own personal attributes and attitudes;
- (G) discriminate between responsible and irresponsible choices that affect personal health;
- (H) recognize body systems and their functions; and
- (I) identify accident prevention practices needed in our society.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) practice first-aid skills;
- (B) identify principles of rescue, transfer, and aid to persons choking or not breathing;
- (C) investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases;
- (D) predict effects on health of using products unwisely;
- (E) make a plan of action for selecting health services, products, and practitioners;
- (F) demonstrate communication skills that foster healthy relationships;
- (G) differentiate responsibilities of individuals at various stages of maturity; and
- (H) investigate influence of other persons on an individual's attitudes, interests, and needs.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) demonstrate basic knowledge of laws and describe governmental regulations related to production, distribution, and use of alcohol, tobacco, and other drugs;
- (B) predict consequences of poor management of public health hazards;
- (C) identify uniform traffic controls;
- (D) identify local public health agencies' resources; and
- (E) identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

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Fort Worth Independent School District

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DRAFT

GRADE 6 HEALTH
UNIT I ADOLESCENCE

Unit/Major Objective	Essential Elements
Explore the roles of self-concept, emotions, and communication as each affects positively the development of the adolescent.	1A

Prerequisite Skills

- Knowledge of basic social skills
- Successful practice in dealing with emotions
- Knowledge of human growth and development characteristics
- Introduction to basic listening skills

Lesson (Mini) Objectives

1. Identify and use strategies for promoting self-concept through positive interactions with others.
2. Appraise individual strengths and their relation to developing a positive self-concept.
3. Contrast supportive and non-supportive classroom environments.
4. Demonstrate an awareness of physical, intellectual, social, and emotional changes that occur during adolescence.
5. Differentiate between effective and ineffective listening skills.

Unit I: Sample Lesson

Lesson Objective No. 1: Identify and use strategies for promoting self-concept through positive interactions with others.

Mental Set: Write the following quotation on the chalkboard: "There are no strangers here--only friends--who haven't met yet." Discuss.

Rationale: To give students an opportunity to develop a positive self-concept by sharing information about themselves with classmates and to help build positive feelings about each other.

Input and Modeling:

Key Concepts/Skills

The teacher will begin by sharing information about herself/himself and by listing on the chalkboard words to describe her/him:

I am　　　　I like　　　　I enjoy

Discuss with students some of the benefits of positive interactions. Have students brainstorm to derive other benefits of positive interactions.

Guided Practice: Direct students through the "Fact Finder" activity using Handout #1.

Independent Practice: Have students write a statement about the characteristics they have in common with some of their classmates. Have them write the names of the students as they write about the facts.

Lesson Assessment/Performance Criteria: Have students answer the following questions:

1. What strategies did you use to find "Facts About Classmates?"
2. How did you feel about sharing information about yourself?
3. What things did you learn about yourself? Others?

Reteaching/Extensions: Ask students to think about what strategies they can use to let their parents and teachers know more about them and improve their image. Have them list two ways (things they can say or do) that they can interact positively with their parents and teachers.

Resources: Handout #1, "Fact Finder"

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THE FACT FINDER

FACT FINDER

Students will be able to acquire additional information about others with this activity. Use The Fact Finder handout or ask students to use a sheet of notebook paper to write the facts to find. Allow approximately 10 minutes to complete Section 1 and 5 minutes to complete Section 2. In Section 1, students will approach each other, shake hands, state names, and ask each other only one item on the sheet. With a "yes" answer, write student's name and have him/her initial the signature line. Students will then list words to give additional facts about themselves in Section 2 on the worksheet.

Section 1: Facts About My Classmates

Directions: Find classmates who fit the following descriptions and have them initial the listed fact.

	Facts	**Classmates**	**Initials**
1.	Someone who likes vegetables	1.	1.
2.	Someone who plays a musical instrument	2.	2.
3.	Someone who has several pets	3.	3.
4.	Someone who collects something	4.	4.
5.	Someone who is a baseball fan	5.	5.
6.	Someone who likes chocolate	6.	6.
7.	Someone who really likes to talk	7.	7.
8.	Someone who stays up late	8.	8.

Section 2: Facts About Myself

Directions: List words to tell about you, what things you like, and what you like to do for fun.

I am	**I like**	**I enjoy**
1.	1.	1.
2.	2.	2.
3.	3.	3.

Unit I: Sample Lesson

Lesson Objective No. 2: Appraise individual strengths and their relation to developing a positive self-concept.

Mental Set: Write this quotation on the chalkboard: "Nothing in life succeeds like success." Discuss. Praise the class for being successful at entering the room quietly, being on time, or something else praiseworthy which they have just done.

Rationale: To provide an opportunity for students to develop a positive self-concept by learning to focus on and to point out individual strengths and strengths of others.

Input and Modeling:

Key Concepts/Skills

Define "validation" for the students. Tell them that they will have an opportunity to practice making validation statements to each other today. Explain what validation statements do.

1. Validation statements allow people to know what we appreciate and respect about them.
2. Validation statements allow us to express our approval in a direct and positive way.
3. Validation statements allow us to verify that someone or something is "A-OK."

Emphasize the difference between fuzzy and clear validations with the following examples. Use Transparency #1.

Suggest the following validation guidelines to the class. Again, use Transparency #1 in making these points.

Try to start your validations with "I":
- I like it when you . . .
- I feel . . .
- I appreciate it when you . . .

Be as specific as you can:
- I like it when you share your lunch with me.
- I feel appreciated when you notice the changes I made in the room.
- I appreciate it when you hold the bus for me when I'm late to the bus stop.

Guided Practice: Divide students into groups of four or five. Have each student write his/her name on the top of a sheet of notebook paper and pass the sheet to the other students in the group. Each student will write a validation statement about the student whose name is at the top of the sheet. When all statements have been written and returned, ask each student to read silently his/her own validation statements.

Unit I Lesson Objective 2 (continued)

Independent Practice: Have students write in their journals about the success that they consider most important in their lives. Why would they describe it as their biggest success? What did they learn from it?

Lesson Assessment/Performance Criteria: Have students answer in writing questions presented on Transparency #2.

Reteaching/Extensions: Have the students write a validation letter to a friend. Be sure the letter includes at least three validation statements. Ask them to share these with you.

Note: Birthdays, family reunions, anniversaries, and other special family days are very appropriate times to use validation statements.

Resources: *Choosing Good Health*, TE, p. T13, "Your Self Image"
Transparencies #1 and #2

VALIDATIONS

Fuzzy	Clear
You look good.	I like the way your hair looks today.
You're sweet.	I like the way you always say something nice about other people.
You're funny.	I like your sense of humor. I appreciate how you can make me laugh even when I'm feeling down.

1. How did the validation statements about you make you feel?
2. How did you like validating others?
3. Why do you feel it is important to tell people we admire and appreciate them?
4. In what ways does being validated help self-confidence?
5. How can we share this validation lesson with our families?

Unit I: Sample Lesson

Lesson Objective No. 5: Differentiate between effective and ineffective listening skills.

Mental Set: Write the following quotation on the chalkboard and discuss its meaning with the class. "If we were supposed to talk more than we listen, we would have two mouths and one ear."

Rationale: To help students understand how poor listening hurts a person's self-confidence and makes communication difficult, while good listening builds a person's self-confidence because it shows appreciation and respect for the thoughts and feelings of others.

Input and Modeling:

Key Concepts/Skills

Review briefly the key points discussed in earlier lessons on building a positive self-concept in others. Remind students of the importance of feeling appreciated and being responsible. Relate this to the rationale and explain the relationship to the students.

Tell students that good listening includes trying to understand what the other person is saying and feeling. When we don't listen, we may cause the person speaking to have negative feelings.

Explain to the students that you are going to give them an opportunity to experience the feeling of not being listened to.

Have students form pairs to role-play poor listening habits. One student tells about himself/herself while the other yawns, looks away, fidgets, etc. After a minute or so, have the students change roles. After each student has been the listener, regroup the class as a whole and discuss the feelings they had when they talked and no one listened.

Guided Practice: Explain to students the meaning of verbal and nonverbal indications of poor listening skills. For example, "Alex just sat there staring into space as you talked to him." (nonverbal) "Sue kept talking to the students in front of her as you read to the class." (verbal)

Ask the students to cite indications of poor verbal and nonverbal listening skills. Write these on the chalkboard under the appropriate heading. Some skills that might be included are given below.

1. Nonverbal
   a. Not making eye contact
   b. Yawning
   c. Fidgeting
   d. Looking at watch
2. Verbal
   a. Interrupting--talking before someone else is finished
   b. "Me too" syndrome--listener constantly draws attention back to self
   c. Advice syndrome--listener tells people what to do without being asked

Unit I: Sample Lesson

Lesson Objective No. 3: Contrast supportive and non-supportive classroom environments.

Mental Set: Write on the chalkboard, "It's nice to be important, but it's more important to be nice." Discuss the meaning of the quotation.

Rationale: To give students opportunities to help others feel more comfortable talking about issues that are of interest and concern to them.

Input and Modeling:

Key Concepts/Skills

Explain to the class that because of sensitive topics which will be discussed in health, it is important to establish a supportive classroom environment. This should encourage students to share their feelings as openly and honestly as possible. Whether the classroom is comfortable or uncomfortable will depend on how they treat each other.

Give examples of a non-supportive classroom. Use Transparency #3.

Explain that if any of these things occur, there will not likely be a feeling of openness, trust, and sharing.

Guided Practice: On one side of a sheet of paper, have the students write the word *Supportive* and on the other side write *Non-supportive.* Have the students list situations or conditions which could be considered "Supportive" or "Non-supportive." Give examples such as "meeting strangers," "a smile from someone," or "being the brunt of a joke." Ask students to share some of the situations with the class and encourage discussion of how the non-supportive situations could be made more supportive.

After discussing the situations above, ask the class to help establish a set of "Rules" which could be used to help make the classroom more supportive. Have students brainstorm and record suggestions. Then have the class decide which rules are most appropriate. Their list should include most of the following.

1. Listen to others.
2. Don't put others down.
3. Show respect for others.
4. Refer to everyone in class by the correct name.
5. Don't interrupt when someone else is talking.
6. Try to understand and accept the opinion of others.
7. Respect confidences; don't gossip.

Independent Practice: Have students write what they believe to be the characteristics of a safe, supportive environment by using the items they listed under the "Supportive" heading in the previous class activity.

Lesson Assessment/Performance Criteria: Have students number a sheet of paper from 1 to 10. Read each of the statements on Transparency #4 to the class and ask them to indicate on their paper whether the statement is one which would make them comfortable or uncomfortable. Check their answers by a show of hands for each answer.

Reteaching/Extensions: Have students describe several ways in which they will try to make others feel more comfortable and accepted during class. Ask them to be as specific as possible in their description.

Resources: *Choosing Good Health*, pp. 21-29, "Your Relationships"
Transparencies #3 and #4

Examples of a Non-supportive Classroom

1. Teasing each other

2. Putting each other down

3. Not listening to each other

4. Gossiping about each other

5. Repeating what other people have said outside of class

Examples of Supportive and Non-supportive Statements

1. Millie turns to you and says, "Shut up."
2. Randy says to you: "Your dress (or shirt) is very pretty."
3. Pete says, "I enjoy being with you because you listen."
4. You are in a group; George gives M & M's to everyone but you.
5. You are talking to Mildred, and she turns and talks to someone else.
6. Mitsy yells across the room to you: "Hey, you with the funny hair!"
7. You miss an answer, and Bill says, "You'll do better next time."
8. Your teacher comments that your work has been improving.
9. You walk into a class where you don't know many people; three students come over and introduce themselves.
10. You start to sit down with a group in the cafeteria, and Robert says, "You can't sit here; this seat is taken."

Unit I: Sample Lesson

Lesson Objective No. 4: Demonstrate an awareness of physical, intellectual, social, and emotional changes that occur during adolescence.

Mental Set: Write the lesson objective on the chalkboard and write the following quotation under the objective. "Grant me the courage to change those things I can; grant me the patience to accept those things I can't change; grant me the wisdom to know the difference between the two." Discuss the meaning of the quotation.

Rationale: To explore the nature of early adolescence and encourage the students to examine aspects of their physical, intellectual, and social growth; also, to assure students that whatever changes they are going through are very normal changes.

Input and Modeling:

Key Concepts/Skills

Explain to the students that the focus of the class has been on building a safe, supportive classroom atmosphere where you and they can get to know and trust each other and explore characteristics you have in common. Say, "Now we are going to examine some of the important changes that people your age are beginning to experience. Since we will be using the word 'adolescence' a lot this semester, everyone should know exactly what it means. Adolescence means the period in life between childhood and adulthood. You are not children anymore, but it will be a while before you will be described as adults. So, this in-between period in your lives is adolescence."

Explain that being in this course will help the students learn more about what it means to experience and cope effectively with early adolescence. This includes such important issues as:

- Physical, intellectual, and social development
- The need to develop a sense of personal identity
- Changing interests
- New relationships with friends, members of the opposite sex, parents, and other adults
- New experiences that require communication, decision making, and goal-setting skills

Tell the students, "It's normal to feel surprised, a little embarrased, and excited about all of these changes. Adolescence is a time when so many things in your life are changing that sometimes it seems hard to keep track of everything. It's also normal for adolescents to feel both confused and strange as they go through all these changes. And that's okay. The point is you're not strange or weird--you're just like everyone else who's also experiencing adolescence."

Tell the students briefly some of the physical, intellectual, and social changes which they can expect to experience during adolescence. Tell them that there will be a unit of study near the end of the semester in which they will have the opportunity to discuss further the anatomy and functions of the male and female reproductive systems.

Have the students take notes on the information you will present. As you introduce each aspect, (physical, intellectual, social, and emotional) present Transparencies #5 - #9 respectively.

Unit I Lesson Objective 4 (continued)

Use Transparency #5 to discuss the physical changes that occur during adolescence.

Tell the students that there are some important points to keep in mind as their bodies change and present Transparency #6.

Use Transparency #7 to discuss the intellectual changes which take place during adolescence.

Use Transparency #8 to discuss social changes. Point out that one of the most important social changes during young adolescence is the desire to be "normal" mainly because everyone suddenly seems so different.

Use Transparency #9 to discuss emotional changes which occur during adolescence. Tell the students that their feelings are normal and remind them that although life is like a roller coaster sometimes, they are in the driver's seat and have the power to decide the directions they will take.

Guided Practice/Instructional Activities:

1. Ask students to identify social, physical, emotional and intellectual changes which they have experienced during the last two years (size and shape of body, hair styles, social relationships, responsibilities, feelings, clothing). Write these in random order on the chalkboard as the students mention them.

   Write the headings Social, Physical, Emotional, and Intellectual on the chalkboard. Refer to the changes listed in Activity 1 and have students catagorize each under the appropriate headings. Note that some changes may fit in more than one category.

2. Ask the students to look at the changes again and to think of concerns, worries, and problems which these changes may have caused. List these concerns, worries, and problems on the chalkboard as students mention them.

   After the list has been made, point to each item on the list and ask students to indicate by a show of hands (or some other response) when an item on the list applies to them.

   Review the fact that changes occur with individuals at different ages; each person has an individual time table. It is normal to grow slowly, and it is also normal to grow rapidly. Re-emphasize that problems which accompany changes are also normal and that everyone must learn how to cope with such problems.

Independent Practice/Homework: Have students complete the following assignment: Imagine that you are a newspaper reporter for your school newspaper. Record an interview with at least one person, such as a parent, teacher, older brother, sister, or friend (age 17 or older). Ask them about the physical, intellectual, academic, and social problems they had as adolescents with family and friends, in the neighborhood, or in school.

Collect interview sheets and select appropriate ones for sharing.

Lesson Assessment/Performance Criteria: Have students answer questions on Transparency #10.

Unit I Lesson Objective 4 (continued)

Reteaching/Extensions: Divide the class into three small groups and give each group one sheet of newsprint and a marker. Assign each group one of the categories to which to respond and explain that you have expanded the category labels ("Intellectual/Academic" and "Social/Family/Friends") to broaden the discussion. Offer the following examples of questions the groups might include:

For Physical:

- What are some of the reasons why physical appearance is so important to teenagers?
- How can a person better accept his/her changing appearance during adolescence?
- What are some ways people can make themselves look better?
- When does physical growth tend to level off?
- How important is it to look like everyone else? What are the benefits of being unique?

For "Intellectual/Academic":

- How can I begin to get better grades in school?
- How can I find out what I'm really good at?
- What can I do if I'm failing a class?

For "Social/Family/Friends":

- How can I help out if family members are fighting?
- What are some things I can do to get along better with my parents?
- What are some ways to get along better with my brothers/sisters?
- What should I do if I like a person or group and they don't like me?
- What if I don't have a best friend?
- What can I do for a friend who has problems?
- How important is it to belong to a clique?
- When do I give in to peer pressure?
- How can I stand up for myself?

Resources: *Choosing Good Health*, Chapter 2, "You Are Changing," pp. 40-67
Transparencies #5 - #10

Physical Features of Early Adolescence

- Growth spurts in height and weight and wide differences of growth patterns
- Growth of body hair under arms and on the face, chest, limbs, groin
- Development of sweat glands
- Deepening of the voice for boys
- Development of typical male or female physical characteristics
- Growth of reproductive organs

Important Points to Keep in Mind as Our Bodies Change

- How we feel about our bodies has a lot to do with how we feel about ourselves. If we have a positive attitude about ourselves, we're likely to have a positive attitude about our bodies, even though we're not exactly "perfect."

- In adolesence the basic shape of our bodies is taking on the more fully developed shape of an adult. Boys tend to develop two years behind girls but catch up very quickly between 14-16 years of age.

- Some physical features that develop in adolescence are lasting, and some are temporary. Skin problems and awkwardness will usually pass, but our general physical makeup will stay with us. It is important that we accept ourselves and make the very most of who and what we are.

Intellectual Changes During Adolescence

- There is rapid growth in mental abilities. You develop the ability to remember much more than you could remember as a child. A child uses concrete thinking (thinks things are as their eyes see them) while adolescents can use abstract (compares things that are different) thinking.

Social Changes During Adolescence

- Forming new relationships with age-mates of both sexes
- Beginning to take on some adult roles of a man or a woman
- Accepting and learning to take care of your body
- Becoming more independent from parents
- Selecting and preparing for particular fields of study--for example, deciding whether to go to college
- Choosing a set of values and beliefs as a guide to behavior
- Learning problem-solving skills

Emotional Changes During Adolescence

- Because of all the changes taking place, adolescents can sometimes feel slightly lost and scared. You may also have the feeling that no one understands what you are going through. As a result, you may become moody and angry or, on occasion, be happier and more excited than you've ever been in your lives.

Assessment Questions:

1. How do you feel about the changes you are experiencing right now in your life? About the experiences in your life that might occur in the next two years?

2. In what ways is adolescence the same for everyone who experiences it. Different?

3. What was some of the most interesting or useful information you learned in this lesson?

Have students respond further by asking questions about their experience.

1. How did it feel not being listened to?
2. Which kind of non-listening made you feel most ignored and uncomfortable?
3. What did you find yourself doing? Did you quit talking? Talk louder?

Independent Practice: Have students think about their experiences during the role play. They are to list all of the poor listening behaviors which they observed from their partner by listing the verbal and nonverbal behaviors under the appropriate heading. Have students share their lists with the class.

Input and Modeling:

Key Concepts/Skills

Refer to Transparency #11. Demonstrate the three key rules of good listening by asking a student to join you in a role play. Choose a topic such as "A Trip You Took During Summer Vacation" or "My Favorite Game or Sport."

Demonstrate what good listening looks and sounds like by focusing (centering your attention on the speaker and maintaining eye contact), showing nonverbal and verbal acceptance (with nods and murmurs of understanding), and asking questions to draw the speaker out. Use questions from the list above or similar questions. Ask the students to comment on the role play, noting the ways in which you listened well.

Guided Practice: Allow students to form pairs according to your directions. On your signal to begin, one of the partners will speak while the other listens. At the end of two minutes, they will exchange roles for another two minutes. Then, they will choose a new partner (or you will so designate) and repeat the activity. Students will perform the activity until they have had at least four different partners.

To facilitate conversation, listed below are suggested topics which students may discuss.

1. A trip they took during summer vacation
2. A school subject in which they have problems
3. A favorite game or sport
4. Some of their favorite foods
5. Someone whom they really admire
6. A favorite book or movie

Independent Practice: Give the students a checklist (Handout #2) of good listening behaviors. Have them think about their conversations during the previous activity and check each behavior that they demonstrated during the activity.

Lesson Assessment/Performance Criteria: Refer to Transparency #12 and have students answer the questions on notebook paper:

Reteaching/Extensions: Select two students who have demonstrated good listening skills. Have them select five topics from the suggested list below. They will take turns talking for two minutes each. Ask the class to observe the two students who are conversing and to critique the listener on his/her listening skills by listing poor listening skills and good listening skills used during the two-minute conversation. The two participants will exchange roles and the class will critique the new listener. If time and opportunity permit, students may share answers.

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Unit I Lesson Objective 5 (continued)

Suggested topics:

1. One thing I'd never want to do is ____________________
2. One of the best things about my school classes is ____________________
3. One of my school subjects I need help on is ____________________
4. Something I do well is ____________________
5. My favorite holiday is ______________ because ____________________
6. The music I like most is ____________________
7. When I think about the future, I ____________________
8. Someone whom I really admire is ____________________

Use Supplement #1 as appropriate.

Resources: *Choosing Good Health*, Chapter 1, "Your Self-Image."
Transparencies #11 and #12
Handout #2
Supplement #1.

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Three key rules of good listening are:

1. Focusing
   Make the person who is speaking the center of attention. Maintain eye contact with the speaker. Do not interrupt, tell your own stories, or give your opinion without being asked.

2. Accepting
   Nod or smile. Show you understand. You may not always agree with what is being said, but listen with interest and respect.

3. Drawing out
   Ask good questions to let the speaker know that you are really interested in what he/she is saying. (e.g., What were your reasons for doing that? How did it make you feel?)

Assessment questions

1. Which non-listening behaviors do you use most often? Which ones annoy you the most in a listener?

2. Think of someone you find it hard to listen to. Why do you find it difficult and what do you think you could do to be a better listener to that person?

3. What feelings did you experience when good listening habits were used? Were not used?

4. Name three important things you learned about listening.

Good Listening Behaviors

Sample checklist:

Check each behavior that you demonstrated during the listening activity.

___ 1. Told another person what I liked about her/him
___ 2. Maintained eye contact
___ 3. Paid full attention to others' thoughts and words
___ 4. Helped someone else join the discussion
___ 5. Helped someone to share her/his feelings openly
___ 6. Gave a helpful suggestion after asking permission
___ 7. Found a positive way to handle a negative situation
___ 8. Explained my own ideas clearly and without putting others down
___ 9. Did not force my own opinions on the person speaking
___10. Tried not to take up all of the group's time.

Unit I/Supplement 1

ACQUIRING BASIC SOCIAL SKILLS

Social skills should be taught throughout the course. This concept will help in classroom management and overall classroom organization. It will also enable students to better prepare themselves to meet the challenges of adolescence.

Since this course is designed to encourage group interaction, it is necessary to teach students the importance of acquiring social skills before expecting them to handle group activities effectively. In doing so, many discipline problems may be prevented, and students will experience greater success.

There are a number of social skills which can be taught by integrating them with daily lesson plans. Such skills include:

1. Giving ideas
2. Staying on task
3. Helping other group members to stay on task
4. Following directions
5. Addressing group members by name
6. Responding to ideas
7. Communicating effectively
8. Paraphrasing
9. Asking questions
10. Respecting each other's privacy
11. Encouraging others to participate
12. Using eye contact
13. Showing appreciation for others
14. Disagreeing in an agreeable way

Assign a specific social skill at the beginning of each class period. Hold the students accountable for that particular skill by observing their performance during group activities and by recording the evaluation of that performance on a specially designed observation form similar to the following.

Observation Form

Group names:	____________ ____________ ____________	Verbal	Nonverbal

More information on teaching social skills can be found in *A Guidebook for Cooperative Learning*, Dee Dishon and Pat Wilson O'Leary.

Unit I - Adolescence

Unit Evaluation/Assessment

As you think about the lessons in this unit, think about yourself as a special and unique adolescent. Then write a statement about one thing that you learned from each of the following lessons:

1. Promoting self-concept through positive interactions with others

2. Validating others

3. Contributing to a supportive classroom environment

4. Becoming aware of physical, intellectual, social, and emotional changes

5. Listening effectively

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH
UNIT II RELATIONSHIP WITH OTHERS

Unit/Major Objective	Essential Elements
Examine ways in which to improve peer and family relationships.	1A,B,F, 3B

Prerequisite Skills

- Be able to identify examples showing the need for open lines of communication between parents and children
- Be able to identify various ways to build trust
- Be able to give examples of risk-taking behavior

Lesson (Mini) Objectives

1. Identify characteristics that make a person a good friend.
2. Choose appropriate behaviors when forming new friendships.
3. Recognize the lifetime benefits of strong family relationships.
4. Promote an understanding that there are different types of families in our modern society.
5. Recognize personal sexual rights and responsibilities.

Unit II: Sample Lesson

Lesson Objective No. 1: Identify characteristics that make a person a good friend.

Mental Set: Write the following quotation on the chalkboard: "Friendship is knowing someone will always be there for you." Ask students to close their eyes, relax, and think about what the quotation means to them.

Rationale: To help the students identify what makes a person a friend and to begin thinking about the various aspects of friendship that will be explored throughout the unit.

Input and Modeling:

Key Concepts/Skills

1. Introduce the topic of friendship by sharing either a story, a song, a lyric, a poem, or a written excerpt about friendship. You might want to ask the students to close their eyes, relax, and think about what the selection is saying. Appropriate songs include Simon and Garfunkel's "Bridge Over Troubled Water," James Taylor's "You've Got a Friend," and Billy Joel's "Honesty." Take a few minutes to discuss the presentation and ask the students to help you define what friendship is. Some responses might be: "Friendship is sharing all your secrets with someone," "Friendship is being able to be yourself all the time," and so on.

2. After some discussion, draw the following friendship continuum on the chalkboard:

   1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __
   Friendship not at all important — Friendship number one in importance

3. Ask the students, "If you were to place yourself along a continuum ranging from feeling that friendship is not at all important in your life to feeling that friendship is number one in importance, where would you place yourself? How many of you placed yourself at points six or above? How many placed yourself at points four or below? How many would be at point five on the continuum? What reasons affected your choice?" After some discussion, explain that for people their age, being accepted by others and forming close relationships with others is usually a matter of great importance. Especially during the middle and junior high school years, friends, friendship, and being popular become more important than ever.

Guided Practice: Explain that the class will be taking some time to define and discuss the qualities of friendship. Post two sheets of newsprint. Label one of them "Friend" and the other "Not a Friend." Ask the class to think of words to describe "friend" and "not a friend." The words should begin with as many different letters of the alphabet as possible. Explain that they will have five minutes to work on this in small groups. Suggest that they not use the more difficult letters ("q" and "z" for example).

Independent Practice: Divide the class into four groups. Give each group half of the alphabet. Have two of the groups brainstorm words that describe the characteristics of a friend. The other two groups will brainstorm words that describe someone who is not a friend. If your students need some assistance, provide a few examples. For the "Friend" category, mention words like appreciative, bubbly, caring, and down-to-earth. For the "Not a Friend" category, mention words like argumentative, bossy, and catty. Give the groups five minutes to complete the task.

Lesson Assessment/Performance Criteria: Bring the groups back into a conversation circle. Give each group a turn to share several of its words using different letters of the alphabet. As each student suggests a word, she/he should take the label on which the word is written and stick it onto the corresponding newsprint sheet. If a group can't suggest a word for a particular letter, call on any of the other groups to volunteer a contribution. Spend some time discussing each of the various words and make sure that the students understand their meanings. Also, discuss a few words that apply to both figures, e.g., jealousy and anger. Make sure that the students understand why these words could apply to both categories.

Reteaching/Extensions: Have students read *Choosing Good Health*, "Relationships with Friends," pages 24-25, and discuss why friendships are important.

Resources: *Choosing Good Health*, pages 24-25

Unit II: Sample Lesson

Lesson Objective No. 2: Choose appropriate behaviors when forming new friendships.

Mental Set: Focus on each student's personal characteristics, interests, hobbies, and other positive qualities by making an opening statement such as the following: "A friendship may be born at the moment one person says to another, 'What! You, too? I thought I was the only one.' "

Rationale: To help the students think about the positive qualities they can contribute to a friendship and realize that in any friendship there is an element of give-and-take.

Input and Modeling:

Key Concepts/Skills

Say to the class, "To let other people know more about the special qualities we can contribute to a friendship, we're going to pretend that each of us in the class has been been invited to a meeting where we'll be able to find new friends. Before we can attend, we each must create a 'gladvertisement' announcing the qualities that make us a good friend. The sign will be each student's ticket to the meeting and his/her way of finding new friends."

Guided Practice: Have the students complete a "gladvertisement" for a personal column. Remind them that the ad should list not only physical traits, but also behaviors such as interests, hobbies, and other positive qualities. Suggest that the ad may begin reading as follows: "To all of you out there who have no friends or need a new one, have I got a friend for you!" The student then describes the traits that make him/her a good choice for a friend.

After about ten minutes, ask the students to share their ads. Give each student who wants to share one minute to do so.

Independent Practice: Have students reply to one of the ads shared by a classmate by writing the name of the classmate he/she would choose as a friend and explaining the reasons for his/her choice.

Lesson Assessment/Performance Criteria: Project Transparency #1, "Making Friends," on the overhead. Have students choose the behaviors which they think are appropriate when looking for someone with whom to form a new friendship. Students may indicate their choices by "thumbs up" or "thumbs down" for each behavior as it is read by the teacher.

Reteaching/Extensions: Read aloud with students "Building Relationships," *Choosing Good Health*, pp. 26-29. Discuss with students the importance of choosing appropriate behaviors when forming new friendships.

Resources: Transparency #1
Choosing Good Health, pages 26-29.

Unit II, Lesson 2 Transparency 1

MAKING FRIENDS

From the behaviors listed below, place an "x" on the line to choose the ones that you would want a new friend to exhibit.

_____ keeps promises

_____ doesn't laugh at or make fun of others

_____ brags a lot

_____ shares things

_____ gets mad if his or her team loses

_____ admits when he or she makes a mistake

_____ has a sense of humor

_____ always wants his or her way

_____ seldom listens to others

_____ is considerate of others

_____ takes turns

_____ is friendly to many people

_____ seldom wants to cooperate with others

_____ is thoughtful

_____ blames things that go wrong on someone else

_____ will try to help you if you need it

_____ does his or her share of the work

_____ is usually late

_____ respects others' rights

Unit II: Sample Lesson

Lesson Objective No. 3: Recognize the lifetime benefits of strong family relationships.

Mental Set: Share the following anecdote by telling, reading, or distributing copies for students to read for themselves.

One day a small boy tried to lift a heavy stone but couldn't budge it. His father, watching, finally said, "Are you sure you're using all your strength?"

"Yes, I am!" the boy cried.

"No, you're not," said his father. "You haven't asked me to help you."

After discussing the anecdotal meaning, encourage students to deduce that one's family should serve as a "backbone" or a foundation for each family member. They should conclude that a family is a ready source of help and support for individual family members.

Rationale: To foster in students a recognition of what a family provides, the ability to cope better with family problems, an appreciation for family members, and the ways in which families can be supportive in making healthy decisions.

Input and Modeling:

Key Concepts/Skills

1. Tell students that in this lesson they will determine what a family is. Say, "We'll start to define what families are by brainstorming ideas. Let's take the next few minutes to brainstorm words or phrases that describe what a family is." Allow three to five minutes for brainstorming and write all the words and phrases on the chalkboard or on a sheet of newsprint. Looking at the words and phrases, guide the students in arriving at a definition of "family" that includes some or all of the following ideas:

   - A group of people
   - Adults and children together
   - Living in the same place
   - Generations of parents and children
   - Parent(s) or other relatives raising children
   - Relatives (parents, brothers, sisters, grandparents, aunts, uncles, cousins)
   - Helping each other
   - Loving and caring

2. After you are satisfied that the class has developed an appropriate definition of the concept of family, explain that one way of defining a family is to describe what it provides for its members. Every family meets many different needs, and a family might provide:

- The basic needs of food, shelter, and clothing
- A base of love and support
- Guidelines for ways to behave
- A setting for handing down traditions
- Spiritual training
- Formation of values and beliefs

Write this list on the chalkboard. Then ask the students to add to the list any ideas they have about what a family provides.

Guided Practice: 1. Have the students cut pictures from magazines that depict family life and family styles. Place them all on a large piece of paper or poster board to create a collage. Discuss the differences in the pictures. Point out that all family units may vary and do not necessarily have the same members in them.

2. Using the collage, conduct a discussion of what roles the family plays in our lives.

Students should cover the following points:

- Basic unit of society
- Shelter, clothes, food
- Love, support systems
- Behavioral guidelines
- Passing along family traditions
- Basis for beliefs and values

Independent Practice: Have students continue locating pictures and use them to create individual collages. Suggest that they begin a "reflections" notebook in which to record thoughts about their families. Pictures may also be included in the notebook.

Lesson Assessment/Performance Criteria: Ask the students to identify one or two ways of presenting their families' unique characteristics. Examples might include an object, a memento, or a special picture.

Ask the students to think about their families with the following question in mind and write the answers in their "reflections" notebooks: If you could help to make a special wish come true for each person in your family, what would it be?

Reteaching/Extensions: Handout #1, What Is a Family For?

Resources: *Choosing Good Health*, TE, p. T14, pp. 22-23.
Handout #1

WHAT IS A FAMILY FOR?

What makes a family a family? ______________________________

____

____

____

List the kinds of human needs that families fulfill? ____________

____

____

____

What are the different roles people play in families?

Grandparents: ______________________________

Parents/Guardians: ______________________________

Brothers/Sisters: ______________________________

You: ______________________________

Unit II: Sample Lesson

Lesson Objective No. 4: Promote an understanding that there are many different types of families in our modern society.

Mental Set: Say to students, "When you think of the word *family*, do you think about a mother, father, sisters, and brothers? Unlike families in the past, families are changing. Today, we are going to discuss the different family structures."

Rationale: To help students understand that, regardless of structure, the basic needs of a family are the same.

Input and Modeling:

Key Concepts/Skills

1. Use the following background information as a basis for presenting the concept of family structure.

   Many different types of family structures are currently meeting individuals' needs for a "family environment." At one time, 30 years ago or more, the typical family was an extended family made up of several different families all living close to each other in which all the generations were combined. There were grandparents, aunts, uncles, mothers, fathers, and cousins--each of whom knew the other. As people began to move to other towns and states, these extended families became less typical, and the common pattern became the nuclear family in which two parents and one or more children lived together. Then, as growing numbers of parents divorced and remarried, we began to see changes in the nuclear family.

   Today many families do not fit the nuclear family pattern; instead, there are many single-parent families and blended families in which formerly divorced parents have remarried and both parents have children. All of these types of families can meet the basic needs of a family.

2. Spend some time discussing the definitions of extended, nuclear, single-parent, blended, and adoptive families.

Write the following descriptions of family structures on the chalkboard.

- Nuclear family - father, mother, child, or children
- Single parent family - one parent and child or children
- Extended family - other relatives within household
- Blended family - when single parents remarry

Guided Practice: Ask six (6) student volunteers to go to the chalkboard and list family members of differing family structures. Allow the class to add to the list.

Unit II Lesson Objective 4 (continued)

Independent Practice: Divide the class into groups and engage students in a discussion and description of each family situation listed on the chalkboard. Discuss how family structures vary and have changed because of lifestyle changes.

Lesson Assessment/Performance Criteria: 1. What are some of the things we have learned about families today?

2. Why do you think it is so difficult to define a family these days?

3. What have you learned about different ideas of the meaning of family?

4. What is the best overall definition of a family?

Reteaching/Extensions: 1. Have students select one of the following topics and write a brief narrative.

- A letter to a loved one with you acting as a support system
- Something you have learned about your family's "roots," either by talking with your parents or by doing some kind of research
- Some skill or special knowledge that your family has passed along that has helped to give you "wings"--helped you to achieve something special.

2. Use Handout #2, "Family Interview," as a homework assignment.

Resources: Handout #2

FAMILY INTERVIEW

DIRECTIONS: Interview either both your parents/guardians or a parent/guardian and another adult. Write down the answers in short sentences. All answers are confidential.

NAME #1 ______________________________

1. What is one fond memory you have of your family as you were growing up?

2. What is one thing you like about the way you have raised your family?

3. What would you like to have done differently in raising your children?

4. What is something you enjoy about your family?

5. What would make the family more enjoyable for you?

NAME #2 ______________________________

1. What is one fond memory you have of your family as you were growing up?

2. What is one thing you like about the way you have raised your family?

3. What would you like to have done differently in raising your children?

4. What is something you enjoy about your family?

5. What would make the family more enjoyable for you?

Unit II: Sample Lesson

Lesson Objective No. 5: Recognize personal sexual rights and responsibilities.

Mental Set: Write on the chalkboard, "Getting to know you--Do you know the rules?" Read the question to the class and ask the students if they have ever wanted to get to know someone of the opposite sex better, only to regret it later.

Rationale: To help students recognize the fact that because they are young men and young women, they have certain rights and responsibilities toward themselves and the opposite sex, especially when they are socializing with friends.

Input and Modeling:

Key Concepts/Skills

Explain to students some of the reasons for socializing. Include the following: getting to know people and what they are like, learning to know ourselves better by the way we interact with others, and learning the skills of verbal communication that are needed for the rest of one's life.

If social relationships are to be healthy, individuals must identify and express their expectations by developing guidelines by which to operate. By doing this, we open the doors to communication. Our friends can also share their expectations. This openness in communication is not easy. It takes practice, but it can be very helpful in preventing misunderstandings.

Remind students of the lesson on verbal and nonverbal communication. Reemphasize the significance of the verbal and nonverbal expressions of feeling, thoughts, and ideas in any relationship. How we communicate now to our friends and to others is an indication of how we may communicate one day as an adult. Also, discuss the importance of the listening skills learned earlier in the course and their relation to successful communication.

Some of the responsibilities that may be developed during the time of building relationships include respecting others' families, accepting others' values, and responding to others' needs.

Tell students that, although dating is a popular form of socializing which may begin during adolescence, all people do not become interested in dating at the same age. A person may be more interested in sports, playing in a band, school activities, or other projects. Shyness, particularly during early adolescence, may also delay dating. All of these reasons are normal and acceptable.

Many young people feel more comfortable with group dating. Attending sports events, dances, parties, or movies provides opportunities for group activities with individuals of both sexes. A one-on-one relationship requires maturity and responsibility for which many young people are not yet prepared. It may take years to develop the necessary skills and attitudes to form a close single relationship.

When friends, classmates, or others we know do not share common values, interests, and levels of maturity and responsibility, problems can occur. Individuals may wonder, "What are my rights and responsibilities as a young man or woman?"

Inform the students that although this is not an easy question to answer, there are some general guidelines to help them understand their personal sexual rights and responsibilities. The guidelines are based on reports from reliable sources which have established programs to deal with crimes related to sexual abuse of all types.

At this point in the lesson, introduce the terms "date rape" and "acquaintance rape" by asking the students if they are familiar with the terms. After giving an opportunity for student response, define the terms:

Rape or Sexual Assualt - forced sex
Acquaintance or Date Rape - sexual assault or rape by someone the victim knows

Tell the students that to determine what they already know about sexual assault, they are to complete the check sheet you will hand out. (Use the Myth Versus Facts sheet prepared by the teacher.)

Guided Practice:

1. Have students complete "Myths Versus Facts."
2. Have students volunteer to read aloud the items listed in Handout #3, "Rights and Communications Guidelines." Encourage class discussion of these items.
3. Pass out Handouts #4 and #5 to all students and lead students in a discussion of each item. Encourage comments from all students, being tactful not to force participation upon those students who may be hesitant. Remember the importance of creating and maintaining a supportive, nurturing classroom environment that promotes participation and motivates students to learn. Use the brochure, "Acquaintance Rape," in the Teacher Resource Packet, as resource.
4. Divide the class into small separate groups of boys and girls. Have each group write a set of rules entitled, "How to Respect the Opposite Sex." After five or ten minutes in these groups, regroup the class into small mixed groups and have the students share their rules.

Independent Practice: Have students write their own set of personal guidelines under two headings: "My Rights" and "My Responsibilities." Encourage the students to focus on personalizing their guidelines so that the statements will be especially meaningful to them. Also, encourage students to share the handouts and class activities with a member or members of their families.

Lesson Assessment/Performance Criteria:

1. Do boys and girls have the same rights when they are socializing? The same responsibilities? Explain your answers.
2. How might some of the responsibilities learned as an adolescent carry over into adult live?
3. Why is it important that individuals respect each other's sexual rights?

Unit II Lesson Objective 5 (continued)

Reteaching/Extensions: Have students pair up or form small groups and role play proper etiquette for various social settings.

- Asking for a date
- Accepting an invitation to a beach party
- Changing your mind about attending a hayride
- Meeting a friend's parents
- Using good manners on a date
- Breaking a date
- Being asked to meet a student that you barely know in the gym after school

Resources: Handouts #3 - #5
Teacher Resource Supplement, Myths Versus Facts

MYTHS VERSUS FACTS

To the Teacher:
The information below is **not** to be used as an assessment for a grade. It may be used, however, as a method of determining what your students already know or what they have learned about sexual assault. Teachers are to select only those statements which will be or have been discussed in class and then make his/her own checklist for his/her students. Teacher-student rapport will be the basis for selection.

Are the following statements true or false? Check the correct column.

TRUE	FALSE	
_____	_____	A. Sexual abuse is possible without touching.
_____	_____	B. Rape is a crime of violence, not a crime of sex.
_____	_____	C. Rape victims are usually beaten badly or killed.
_____	_____	D. Most sexual assaults are committed by strangers.
_____	_____	E. Males can be forced to have sex.
_____	_____	F. All sexual abuse hurts physically.
_____	_____	G. Anyone can prevent rape if they really want to; no one can be raped against their will.
_____	_____	H. Sex offenders can be anyone.
_____	_____	I. Rape is partially the victim's fault.
_____	_____	J. Alcohol and drugs are often an acceptable excuse for sexual assault.
_____	_____	K. People have a right to make decisions for themselves concerning their own bodies.
_____	_____	L. Most sexual assaults occur in parking lots and alleys.
_____	_____	M. Victims of sexual assault are usually beautiful young women wearing fancy clothes.
_____	_____	N. Rape is mainly a big city problem.
_____	_____	O. Boys need sex more than girls.
_____	_____	P. Teenagers cannot be sex offenders.
_____	_____	Q. If you love someone, you should have sex with them to prove it.
_____	_____	R. Most people who sexually abuse children are not homosexuals.

MYTH VERSUS FACTS/ANSWER KEY

A. T

B. T

C. F

D. F

E. T

F. F

G. F

H. T

I. F

J. F

K. T

L. F

M. F

N. F

O. F

P. F

Q. F

R. T

Unit II, Lesson 5 **Handout 3**

RIGHTS AND COMMUNICATIONS GUIDELINES

It is not always easy to communicate with other people. We may tend to hide our feelings or spend time trying to guess what is on another person's mind. Open, honest communication is important. The following rights and guidelines may help open up the lines of communication.

-- I can share my problems with someone, rather than keeping them to myself.

-- I can listen closely to what someone is telling me and try to help them.

-- I can ask for help if I need it and offer help to others.

-- I have a right to make mistakes and a right to change my mind.

-- I have a right to stand up for my opinions and feelings without violating someone else's rights and opinions.

-- I need to give the same respect and consideration to other people's opinions as I expect for mine.

-- I have a right to refuse a request without feeling guilty or selfish, and I realize that others also have that same right.

-- I do not have to return a favor if it is inconvenient, unless it has been agreed upon ahead of time.

-- I have the right to say NO to any person or situation that makes me uncomfortable, without having to explain or give excuses.

-- I need to respect other people's feelings and to understand that they have the right to say NO to me.

-- I need to communicate my feelings in an honest and straightforward way.

-- I realize that good body posture, voice tone, and eye contact will reinforce what I am saying.

-- If I am confused about what someone is telling me, I have the right to ask them to clarify what they are saying.

SUGGESTED SEXUAL RIGHTS AND RESPONSIBILITIES FOR BOYS

Here are some questions that boys should ask themselves so that they will understand better their beliefs and attitudes about dating and girls.

1. What are my expectations on a date?

2. What are my feelings about girls and the roles they should play in a relationship?

3. Do I have a positive view of the girls I know?

4. Do I trust the girls that I know?

5. Do I feel that I have ever been betrayed by girls in my life?

6. Am I being honest with myself and my own attitudes about girls and rape?

Boys share rights and responsibilities with their dates, and it is important to consider and remember that a dating relationship is a sharing relationship. Here is a list of sexual responsibilities that boys should follow to avoid a date rape situation.

I do not have the right to pressure or force a girl to have sex -- EVER!

- Even if I pay for dinner or a night out
- Even if she is a "tease"
- Even if she dresses provocatively and comes on to me
- Even if I secretly think that girls enjoy being forced to have sex, or they want to be raped
- Even if she has a bad reputation, or has had sex with other men

Here are some things that boys should do when dating to help understand their dates and what their date is trying to communicate.

1. Communicate feelings and intentions in an honest, clear, and straight-forward way. Don't assume your date knows what you mean.

2. Avoid giving your date mixed messages.

3. Don't assume what your date wants.

4. If you should have any doubts, or feel that your date is sending mixed messages, then you should **stop, ask, and clarify**. Remember that when your date says NO, she means NO!

SUGGESTED SEXUAL RIGHTS AND RESPONSIBILITIES FOR GIRLS

Here are some questions that girls should ask themselves so that they will understand better their beliefs and attitudes about dating and boys.

1. How much control do I like for a boy to have over me?
2. How much control do I like to have over a boy?
3. What are some appropriate ways to show gratitude for an evening out?
4. How well do I get to know a boy before going out on a date?
5. What are my sexual attitudes and sexual limits when I am dating?

These questions are important to consider before dating, because they will help you to decide how you feel about relationships and what you expect in a relationship.

Girls share rights and responsibilities with their dates, and it is important to consider and remember that a dating relationship is a sharing relationship. Listed below are some rights that all girls possess.

1. You have a right to dress as you please.
2. You have a right to change your mind at any time -- to say NO.
3. You have a right to be treated with respect and to have your feelings and wishes honored.
4. You have the right to forcefully resist if you feel threatened.
5. You have a responsibility to talk openly and honestly about your sexual expectations and wishes.
6. You have the responsibility to assert yourself by standing up for your rights.
7. You have the right to inconvenience others to ensure you own safety.
8. You have the responsibility to take an equal role in relationships.

Unit II: Enrichment Lesson 1*

Lesson Objective No. 1: Provide an opportunity for usage of "I Feel" statements instead of blaming statements in order to encourage more positive communication.

Mental Set: Ask students to think about the last argument they had with their best friend. What caused the argument? Would they like to learn how to prevent such arguments?

Rationale: To explain there is a right way and a wrong way to handle disagreements, and the "I Feel" statement helps us to be clear about our reactions to situations and, consequently, to avoid blaming others.

Input and Modeling:

Key Concepts/Skills

1. Distribute copies of Handout 6 and use the first situation as an example for explanation of the formula for "I Feel" and "Blaming" statements.

   - When you ... (State the problem.)
   - I felt ... (State your feelings.)
   - Because ... (Give reasons why you felt as you did.)

   Example: When you broke my watch, I felt very angry because my mother bought me that watch.

2. Explain a "blaming" statement:

   Example: Your friend accidentally trips you. You do not wait for an apology. You say, "You creep, you did that on purpose!"

Guided Practice: Share with the class the following examples of "Blaming Messages" and contrast them with "I Feel" statements related to the same topic. Emphasize that "I Feel" statements help us share our feelings honestly, take responsibility for them, and respect the other person's feelings at the same time.

SITUATION #1: A friend borrows your dirt bike and then doesn't return it for two weeks.

Blaming Message: You jerk! Give me my bike!

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* This enrichment lesson has been provided for the purpose of extending this unit if calendar time permits. The lesson objective is not to take the place of any of the objectives in this curriculum document but should be used only as a supplement.

"I Feel" Statement: When you didn't return my dirt bike for two weeks, I felt really angry and upset because my bike is one of my most valuable and important possessions.

SITUATION #2: A friend interrupts you constantly when you're talking.

Blaming Message: You're so rude!

"I Feel" Statement: When you interrupted me, I felt really hurt because I had something important to tell you.

SITUATION #3: Your mother takes all the hard work you do around the house for granted.

Blaming Message: You never notice anything I do!

"I Feel" Statement: When you forget to mention the work I do around the house, I feel disappointed because I'm trying to help out.

SITUATION #4: A friend lies to you.

Blaming Message: You liar!

"I Feel" Statement: When your story turned out to be untrue, I felt sad because I always want our friendship to be based on the truth about things.

Independent Practice: Have the students form groups of four and complete Handout 6 by constructing both the "Blaming Messages" and "I Feel" statements as a group. Insist at this point that the students follow the "I Feel" statement format.

Lesson Assessment/Performance Criteria: 1. How does an "I Feel" statement help to make the sharing of thoughts and feelings direct and honest?

2. How might you share these statements with you family? Friends? Teachers? Others?

3. When would an "I Feel" statement not work? For what reasons? What might be a better way to handle these situations?

Reteaching/Extensions: Bring the groups together into a conversation circle to share their "I Feel" statements. It should be interesting to listen to a variety of responses to the same situations. Emphasize that "I Feel" statements don't always need to apply to problems between friends. They are a way of making communication clearer and more direct. A positive kind of "I Feel" statement, for example, might be, "I feel really great when you do something like remembering my birthday, because it lets me know that you're thinking about me." If time allows, ask the students to suggest some other positive "I Feel" statements.

Resources: Handout #6, "Blaming" Statement and "I Feel" Statement Formula

Unit II, Enrichment **Handout 6**

"BLAMING" STATEMENT AND "I FEEL" STATEMENT FORMULA

Directions: List four situations. Write a "Blaming Message" and an "I Feel" statement for each.

	SITUATION	BLAMING MESSAGE	"I FEEL" STATEMENT
1.	A friend breaks your watch.	You jerk! You broke my watch.	I feel really angry and upset because you broke my watch. It was one of my favorite possessions.
2.			
3.			
4.			
5.			

Unit II: Enrichment Lesson 2*

Lesson Objective No. 2: To establish appropriate skills to resist negative peer pressure and improve friendships through positive, assertive behavior.

Mental Set: "Today we are going to explore new ways to communicate openly, honestly, and directly with our friends."

Rationale: To help students realize they can stand up for themselves and maintain friendships at the same time.

Input and Modeling:

Key Concepts/Skills

1. Explain the difference between saying no in a positive way and saying no in an offensive way. Positive people say no without hurting others, while offensive people say no by hurting or "stepping on" other people. The offensive person often uses put-downs or brute force to get the point across.

2. Hand out the definition sheets, Handout 7. Students will choose a partner and arrive at a definition for the words given.

   Suggested definitions for teacher reference:
   1. *Peer group--group of people who are alike in age, status, or interests.*
   2. *Peer pressure--the urging from peers to follow the crowd.*

Guided Practice: Have several students read their definitions aloud. Discuss a good definition, allowing some to add to or correct their work. Add to notebook.

Independent Practice: Write the following examples of offensive communication on the chalkboard and elicit discussion from the students.

1. Actions
   - (a) Glares
   - (b) Hand gestures
   - (c) Pushing
2. Words
   - (a) You're gonna get it.
   - (b) You're a big creep.
   - (c) You'd better not do it.

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3. Feelings
    (a) incensed
    (b) unassured
    (c) self-centered

Ask the students to write positive alternatives to this list. Remind them to use the strategies they have already learned in class. Ask some students to share their information.

Lesson Assessment/Performance Criteria:

1. What is the hardest part of resisting peer pressure?
2. What are some things we can do to improve our ability to express ourselves, meet our own needs, and do what is best for us in group situations?
3. How can assertive behavior help us to do these things?

Reteaching/Extensions:

1. Have the students write a solution to the following situation for their health notebook.

    Your friends are planning to shoplift at the local drugstore. You are against it and are not going to do it. What should you say when the group calls you a scaredy cat?

2. Parent Interview on Peer Pressure, Handout #8.

Resources: Handouts #7 and #8

DEFINITIONS

DIRECTIONS: Discuss the words that follow and agree upon one definition for each. Write your definitions.

1. Peer group

2. Peer pressure

PARENT INTERVIEW ON PEER PRESSURE

DIRECTIONS: Interview your parents about the following questions.

1. As a student, did you ever experience peer pressure? Explain.

2. As an adult, do you feel the need to conform to a group? Explain.

3. Did you ever feel relieved that your parents said you could not do something, giving you a reason to say "no"? Explain.

4. How can you resist peer pressure and still be yourself?

Unit II: Enrichment Lesson 3*

Lesson Objective No. 3: Identify the five-step problem-solving method for resolving conflicts in friendships.

Mental Set: Write the following quotation on the chalkboard: "If we must disagree, let's disagree without being disagreeable." Today, we will discover another way to communicate effectively in our friendships, particularly in solving conflicts.

Rationale: To guide students in resolving conflicts in their friendships and in creating a hopeful feeling that most problems can be solved through clear, direct communication.

Input and Modeling:

Key Concepts/Skills

1. Introduce the following five-step problem-solving method which offers a way to work through problems effectively and, as a result, strengthen friendships.

   - Identify the problem.
   - Ask the questions as to how, why, what, when, or where the problem arose.
   - Think of as many alternatives as possible to resolve the situation.
   - Decide on the most favorable alternative.
   - Ask yourself if the solution is fair to everyone involved.

2. Distribute Handout #9 on problem solving and assist students in completing it.

Guided Practice: Tell the class, "In most friendships there tends to be some conflict, even if it's only short-lived and unimportant. Why do you think conflict is a normal part of friendship?" Guide the students in concluding that people are bound to have differences of feeling and opinion, no matter how friendly they are. Have the class brainstorm typical situations in which friends might become involved in conflicts or arguments with each other and write them on the chalkboard.

Examples:

- You and your friend are caught in some wrongdoing. You tell the truth, your friend lies, and now your parents want to know what is going on.
- Your best friend has found a new friend. You're feeling hurt and left out.

Independent Practice: Using the five-step problem-solving method, write the solution to the following problem:

Your best friend just got a new best friend and has said he/she doesn't want to be your friend anymore.

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Unit II Enrichment Lesson Objective 3 (continued)

Lesson Assessment/Performance Criteria:

1. What do you think the benefits of using this conflict resolution process could be in your own life?
2. For what reasons is it so important to state the problem clearly? To ask questions?
3. What is helpful about coming up with as many solutions as possible in the third step?
4. How do both parties "win" to some extent when this method is used?
5. What are some conflicts that you might be able to solve now?

Reteaching/Extensions: Allow several student volunteers to share their solutions to the evaluation on shoplifting in the previous lesson. Invite class discussion.

Resources: Handout #9

FIVE-STEP PROBLEM SOLVING

Situation:

1. **What is the problem?**

   Person A: ______________________________

   Person B: ______________________________

2. **What questions need to be asked?**

   Person A: ______________________________

   Person B: ______________________________

3. **What are all the possible ways of solving the conflict?**

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

4. **Which alternatives best solve the problem? (Cross out unacceptable possibilities in Step #3.)**

5. **Which one solution allows both sides to "win"?** ______________________________

   ____

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/ or assessments that you want to suggest.

Suggestions:

____

____

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DRAFT

GRADE 6 HEALTH
UNIT III DECISION MAKING

Unit/Major Objective	**Essential Elements**
Use critical thinking and apply decision-making skills to make appropriate health and personal choices.	IA

Prerequisite Skills

- Be able to identify ways in which a person is responsible for his/her own actions.
- Be familiar with skills necessary for building and maintaining relationships with others

Lesson (Mini) Objectives

1. Identify and use the steps involved in the decision-making process.
2. Apply critical thinking skills when making appropriate health choices about misleading advertisements.
3. Explore the roles of risk taking and consequences when making decisions that affect one's health.

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Unit III: Sample Lesson

Lesson Objective No. 1: Identify and use the steps involved in the decision-making process.

Mental Set: Write on the chalkboard, "If you give me a fish, I'll eat for a day. If you teach me how to fish, I'll eat for a lifetime." Ask students to think about how this quotation relates to decision making and lead them in a discussion about their ideas.

Rationale: To help students think about situations that require decisions, examine the possible choices, consider the possible consequences of each choice, and arrive at a healthy and productive decision.

Input and Modeling:

Key Concepts/Skills

1. Using Transparency #1, review the four (4) steps in the decision-making process.

   Decision-Making Skills
   - Clarify the decision.
   - Analyze the presumable outcome.
   - Weigh the positive and negative aspects of the outcome.
   - Determine the most appropriate plan of action.

2. Use Handout #1, "Making Good Decisions," to give students additional exposure to the decision-making skills.

3. Explain that the ability to make wise and healthy decisions is not something with which people are born. They learn it--often through trial and error but also in courses like this that teach specific critical thinking and decision-making skills.

Guided Practice:

1. Make copies of Handout #2, "My Decision Tree" for each student. As you review the steps of decision making, ask the students to follow along, using their Decision Tree worksheets and to fill in the blanks as you write on Transparency #2. Use the following example of a situation in which teenagers are being pressured to experiment with drugs. Ask the students to imagine that they are in this situation and must make a decision about what to do.

Example:

Identify the Situation:

A group of your friends are planning to skip school and go to the house of one of the group members to smoke marijuana. The parents are not at home, and the house is in a fairly isolated area.

Look at Alternative Courses of Action:

- You could choose not to go to the party.
- You could join your friends and go to the party.
- Other alternatives (Ask students.)

Examine the Probable Consequences:

Negative:
- If you don't go, your friends will reject you, make fun of you, or ignore you.
- If you go, the police or school officials might catch you and you'll be punished.

Positive:
- If you don't go, you'll feel better about yourself for having decided not to do something illegal and harmful to your health.
- If you go, you'll be accepted by your friends as doing the "in" thing with their group.

Decide on the Best Possible Course of Action:
You choose not to go to the party. Considering the risks of going to the party, you realize that the risks outweigh any benefits. Also, you realize that if your friends won't accept you because you're not willing to be part of a pot party, you don't need those kinds of friends.

Review the Results:
Once you have acted, it is important to think about the results of your decision. Taking this last step in the model may either confirm your original decision or cause you to revise your thinking and make a new decision. You may even find that your friends respect your decision.

You can use this model to look closely at any health or personal decision. Evaluating all of the possible outcomes will help you see all sides of even very difficult problems. By evaluating the outcomes before you act, you can change your mind and consider new options. You can avoid living through the outcomes of a poor choice.

Personalize the decision-making process by asking the students, "What was the first decision you made today?" Write their responses on the chalkboard. In most cases a likely response would be, "Whether to stay in bed or get up." Ask, "How did you make your decision?" Encourage students to point out the alternatives to each situation and possible consequences of each. ("You could have stayed in bed instead of getting up, but then you probably would have been in trouble with your parents and teachers.") Then ask, "What did you decide?" Finally, ask, "What values and needs were you taking care of?" (As students respond to each question, ask them to identify which step of the decision-making process applies.)

Independent Practice: Ask students to write two short stories, one in which the character does not weigh the facts before making a decision, and one in which the character does weigh the facts. Tell students that their stories are to include all of the steps to decision making. Allow students to share their stories with the class.

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Lesson Assessment/Performance Criteria: Have students work independently and choose one of the following situations and apply the decision-making steps to the situation by following the same procedures as they used for the "Decision Tree" activity. Use Transparency #3.

Situation 1:

Phil and Dan were on a hiking trip in the mountains. As they stood at the top of a huge canyon, they tried to decide which trail to take. A forest ranger passed by, and they asked him about the trail down into the canyon. "That can be a very dangerous trail," the ranger said. "In certain places it's steep and slippery because of loose gravel. Also, there are rattlesnakes down there in the canyon. But if you're careful and you know how to handle yourselves around snakes, you shouldn't have any trouble. The trip will be worth it because there's a beautiful river at the bottom and a series of waterfalls."

Should Phil and Dan go to the bottom of the canyon?

Situation 2:

Nancy and Alice were both in seventh grade, and one Saturday they decided to go together to a shopping mall that had recently opened. They waited for half an hour in the rain for the bus that would take them to the mall. While they waited, they became wetter and colder by the minute. To their surprise, a car stopped at the bus stop, and the driver, a nice-looking man, leaned over and offered them a ride. Alice started to get into the car, but Nancy remembered that her mother had warned her never to hitchhike. "I'm not sure we should do this," Nancy said. "Aw, c'mon," said Alice, as she jumped into the car.

What should Nancy do?

Reteaching/Extensions: Ask the students the following questions and have them respond orally. Use Transparency #4.

1. What did you learn from applying the decision-making steps to the situation you selected?
2. What elements of the process were easiest to apply? Most difficult?
3. How could this process help you make decisions in your own life?

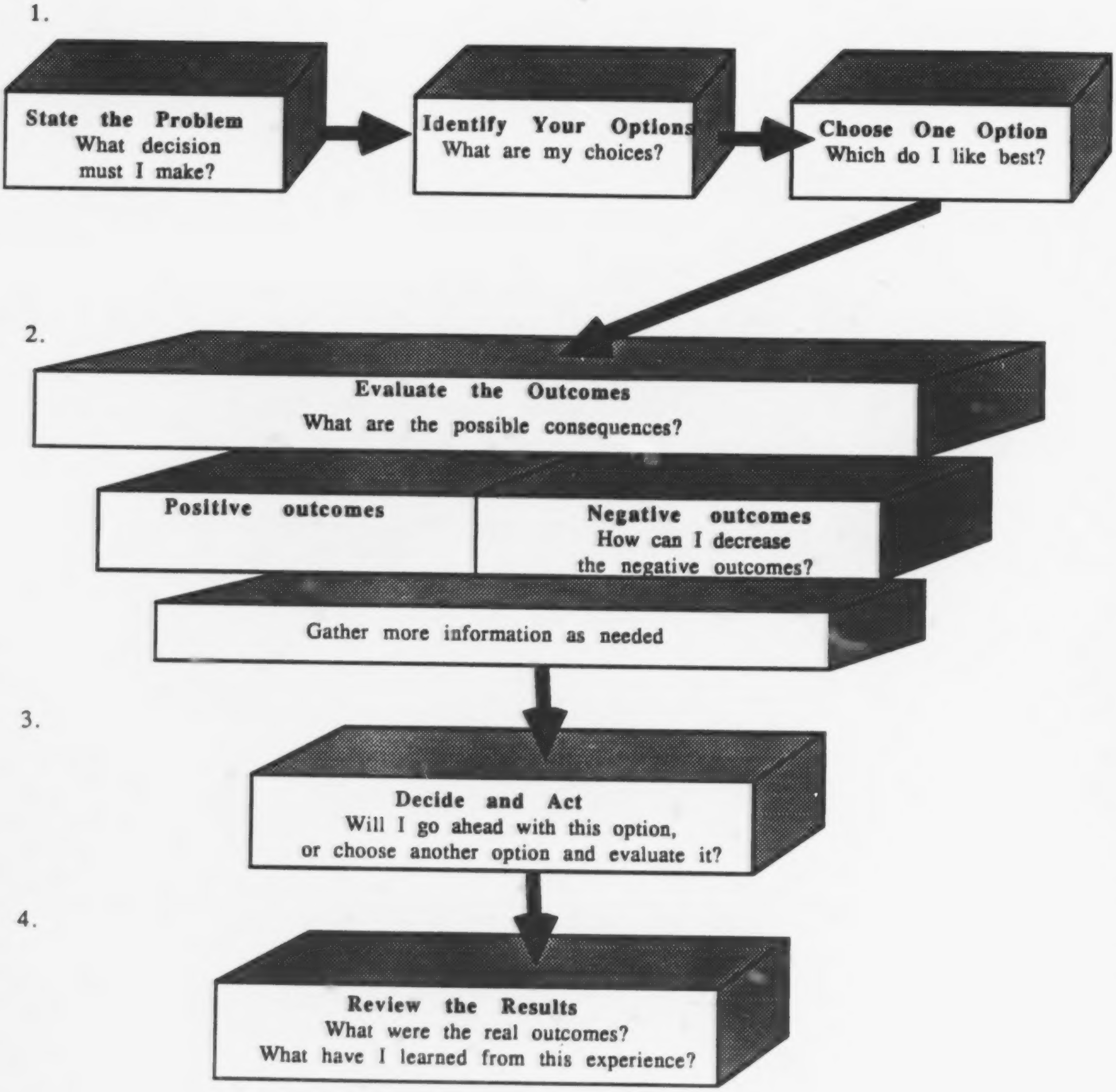
Enrichment: Guide students through the group activity as described in Handout #3, "Making Decisions."

Resources: Transparencies #1-#4
Handouts #1-#3

Decision-Making Skills

- Clarify the decision.
- Analyze the presumable outcome.
- Weigh the positive and negative aspects of the outcome.
- Determine the most appropriate plan of action.

MAKING GOOD DECISIONS



1.

State the Problem
What decision must I make?

Identify Your Options
What are my choices?

Choose One Option
Which do I like best?

2.

Evaluate the Outcomes
What are the possible consequences?

Positive outcomes

Negative outcomes
How can I decrease the negative outcomes?

Gather more information as needed

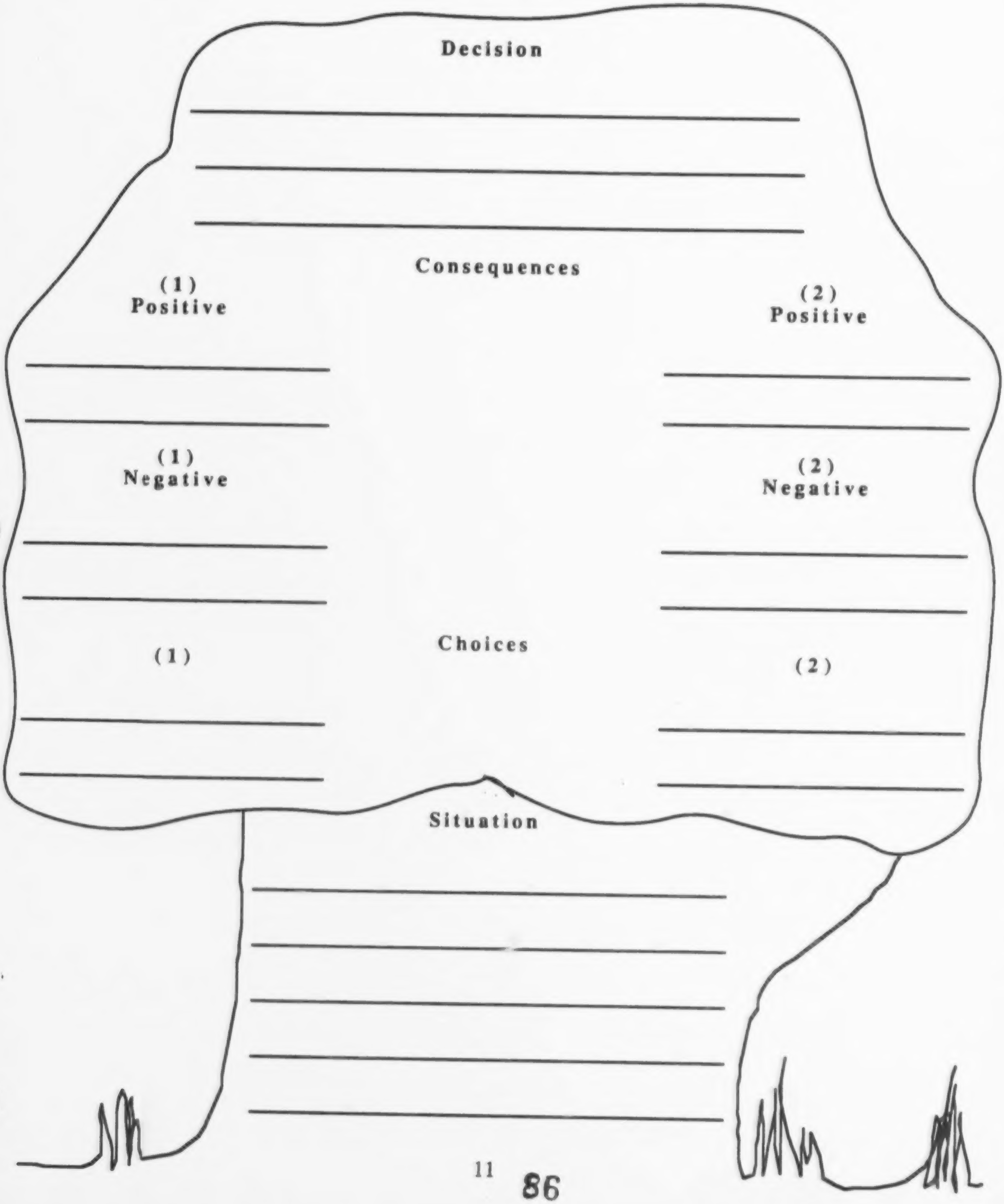
3.

Decide and Act
Will I go ahead with this option, or choose another option and evaluate it?

4.

Review the Results
What were the real outcomes?
What have I learned from this experience?

My Decision Tree



Decision

Consequences

(1)
Positive

(2)
Positive

(1)
Negative

(2)
Negative

Choices

(1)

(2)

Situation

Decision Making

Situation 1:

Phil and Dan were on a hiking trip in the mountains. As they stood at the top of a huge canyon, they tried to decide which trail to take. A forest ranger passed by, and they asked him about the trail down into the canyon. "That can be a very dangerous trail," the ranger said. "In certain places it's steep and slippery because of loose gravel. Also, there are rattlesnakes down there in the canyon. But if you're careful and you know how to handle yourselves around snakes, you shouldn't have any trouble. The trip will be worth it because there's a beautiful river at the bottom and a series of waterfalls."

Should Phil and Dan go to the bottom of the canyon?

Situation 2:

Nancy and Alice were both in seventh grade, and one Saturday they decided to go together to a shopping mall that had recently opened. They waited for half an hour in the rain for the bus that would take them to the mall. While they waited, they became wetter and colder by the minute. To their surprise, a car stopped at the bus stop, and the driver, a nice-looking man, leaned over and offered them a ride. Alice started to get into the car, but Nancy remembered that her mother had warned her never to hitchhike. "I'm not sure we should do this," Nancy said. "Aw, c'mon," said Alice, as she jumped into the car.

What should Nancy do?

Reteaching/Extensions

Answer the following questions:

1. What did you learn from applying the decision-making steps to the situation you selected?

2. What elements of the process were easiest to apply? Most difficult?

3. How could this process help you make decisions in your own life?

MAKING DECISIONS

The following activity will help you realize how many decisions you are required to make and how important these decisions can be to your life.

Making Decisions

Each group should choose a representative to be a member of a demonstration panel. The panel members sit in a circle facing each other. To begin, the teacher reads one of the decision questions below. A panel member will volunteer to answer. Other panel members may then volunteer to answer the same question, or the teacher may move on to another question. Discussion on the questions and answers should be reserved until the end of the activity.

Remember that panelists *volunteer* to answer the questions. Any panel member who does not want to reveal information asked by a question should not volunteer to answer that question.

This activity can be continued in the groups with the chairman asking the questions. Group members who wish may write more questions for this activity and give them to the teacher.

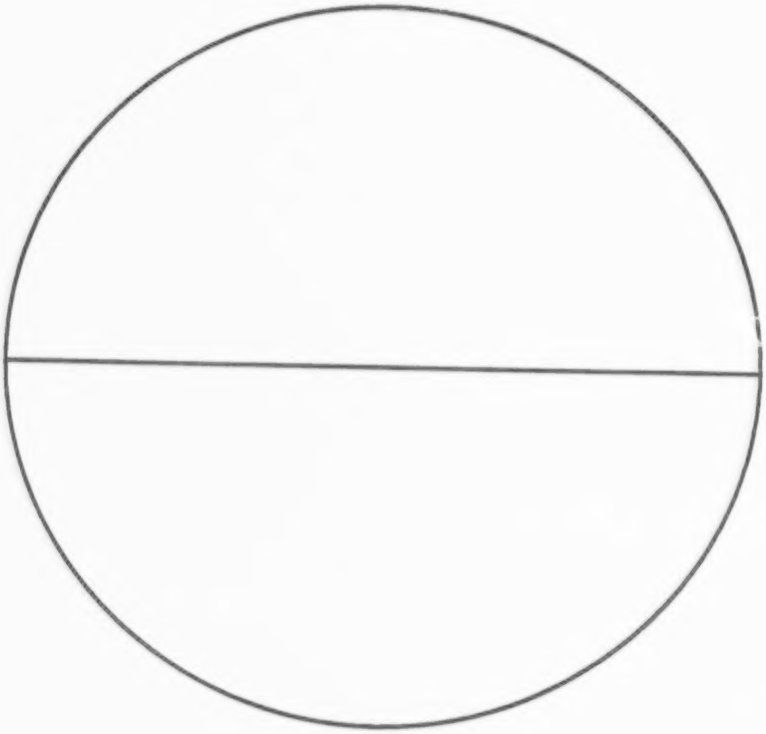
Decision Questions

1. Name one significant decision you have made today.
2. What decision have you made in the past that caused you to miss out on something nice?
3. What recent decision have you made that made your life better?
4. What recent decision have you made that got you into trouble?
5. What recent decision have you made that kept you out of trouble?
6. What decision would you make if you saw a stranger stealing a transistor radio from a store?
7. What decision would you make if you saw your best friend stealing a transistor radio from a store?
8. What decision would you make if you were with a group of friends who decided to drink some beer?
9. What decision would you make if a cute little dog followed you home?
10. What decision would you make if a fire started in your home and your parents were away?
11. What decision would you make if a stranger said he knew your parents and tried to get you into the car with him?
12. What decision would you make if you found fifty dollars on the playground at lunch time?

The next activity will help you to determine which decisions you make.

What Decisions Do You Make?
You may have been surprised to see how many decisions you make and how important these decisions are. Of course you do not make all the decisions that affect your life. Your parents, teachers, friends, and even the government of your country make important decisions that affect you. But part of growing up is learning how to make more and more decisions for yourself. Sometimes you may feel confused about who should make the decisions--you or someone else. In the circle below, list the decisions you make for yourself and the decisions others make for you. These lists will help you gain a better understanding of the decisions you have to make yourself.

DECISIONS I MAKE



DECISIONS OTHERS MAKE

Unit III: Sample Lesson

Lesson Objective No. 2: Apply critical thinking skills to the analysis of misleading advertisements.

Mental Set: Using Transparency #5, read aloud the following situation and ask students to think about it.

> You see ads and billboards for cigarettes and beer. All the people in the ads are young and healthy-looking. They're the kind of people you'd like to be like. But you know that on every cigarette ad there's a warning label saying that smoking is dangerous to your health. Do you stop to ask yourself whether these healthy-looking people really smoke or whether they're just models paid to look as if they smoke? Do you think critically about the beer ads? Is it possible to have a good time without drinking beer or wine? Obviously, the advertisers don't want you to think so. But do you have a mind of your own? *Can you think for yourself?*

Rationale: To help students make wise decisions when selecting products which affect their health.

Input and Modeling:

Key Concepts/Skills

1. Review the steps for decision-making from the previous lesson.
2. Explain to the students that thinking critically, when considering the major influences in their lives, will affect decisions they make for the rest of their lives.
3. Distribute Handout #4, "Critical Thinking," to students and have them read silently the steps to critical thinking while you explain the steps from Transparency #6. When explaining the steps, use a subject, such as a popular movie, to which students can relate.

Guided Practice: Lead students through an activity using Handout #4, "Critical Thinking."

Ask the students to choose a partner with whom to work. Then, assign one of the situations from the handout to each pair, with two or more pairs working on the same subject. Allow 10 minutes to complete the worksheet, then bring the class back together in a large group and ask them to share their responses.

Independent Practice: Have students think about a time when they allowed an advertisement to influence them into making the wrong decision because they didn't think about it carefully. Have them write a paragraph describing the situation. Then have them analyze the situation by applying the critical thinking skills. Were the consequences different? Were they positive? Explain.

Unit III Lesson Objective 2 (continued)

Lesson Assessment/Performance Criteria: Using Transparency #7, have students write answers to the following questions:

1. Why do you think it is so important to understand and use critical thinking skills in making decisions about advertisements? What do these skills help us do?
2. What are some areas of our lives besides advertising in which we can apply these skills?

Reteaching/Extensions: Have students choose a different situation from Handout #3, "Critical Thinking" (one they did not work with during the Guided Practice activity) and write the steps of the critical thinking process while applying the situation. This extension activity is to be written in the students' notebooks.

Resources: Handout #4
Transparencies #5-#7

Situation

You see ads and billboards for cigarettes and beer. All the people in the ads are young and healthy-looking. They're the kind of people you'd like to be like. But you know that on every cigarette ad there's a warning label saying that smoking is dangerous to your health. Do you stop to ask yourself whether these healthy-looking people really smoke or whether they're just models paid to look as if they smoke? Do you think critically about the beer ads? Is it possible to have a good time without drinking beer or wine? Obviously, the advertisers don't want you to think so. But do you have a mind of your own? *Can you think for yourself?*

CRITICAL THINKING

Directions: Apply the following steps to one of the subjects listed below:

SITUATIONS (1) Critically examine a hit song on the radio.
(2) Critically examine a top television sitcom.
(3) Critically examine a popular television commercial.
(4) Critically examine a popular movie.
(5) Critically examine a magazine advertisement.

CRITICAL THINKING PROCESS

1. Choose a subject to examine: ______________________________

____

2. Ask questions about the subject:

a. What are the positive characteristics of this subject? ______________________

____

____

b. What are the negative characteristics? ______________________

____

____

3. Gather information to get answers: ______________________

____

____

4. Review the information: (Are there more positive than negative characteristics? More negative than positive ones? Weigh the information).

____

____

5.Determine how you will react to the subject: ______________________

____

____

Lesson Assessment/ Performance Criteria

Have students write answers to the following questions:

1. Why do you think it is so important to understand and use critical thinking skills in making decisions about advertisements? What do these skills help us do?

2. What are some areas of our lives besides advertising in which we can apply these skills?

Unit III: Sample Lesson

Lesson Objective No. 3: Explore the roles of risk taking and consequences when making decisions.

Mental Set: 1. Write this quotation on the chalkboard, "Some people are brave, and some people just don't know any better."

2. Ask students to sit quietly and think about a particular time when someone dared them to do something that they knew was wrong. Did they take the dare to show how brave they were? Yes or no. Have students think about the consequences that resulted. Were they positive or negative?

Rationale: To analyze the consequences of a risk-taking decision before acting upon the decision.

Input and Modeling:

Key Concepts/Skills

1. Ask the students to help you define the term "risk." One definition might be: "The degree of hazard that comes with every opportunity." Another might be: "The possibility that something unpleasant will happen as a result of action." Write students' ideas and definitions on the chalkboard.

2. Be sure to explain that every decision the students make in their lives involves an element of risk, because we can never be sure what the outcome of any action might be. We can only try to create positive consequences through making what appear to be healthy, productive choices.

3. Explain that there are many different types of risks. Have the students name five or six examples for each type of risk in the following categories and write the examples on the chalkboard.

   - **Physical:** Downhill skiing, hitchhiking, swimming alone, climbing a tower, driving off a cliff, crossing a busy street
   - **Psychological:** Risking rejection, trying out for a team, breaking up with someone, speaking at an assembly, breaking curfew
   - **Drug and alcohol related:** Smoking marijuana, taking unknown pills, drinking, riding in a car with someone who has been drinking, or smoking cigarettes
   - **Legal:** Stealing, running away, breaking into someone's home, carrying a weapon, shoplifting, hurting someone physically
   - **Financial:** Lending money to someone, investing money in a new and uncertain business, hiding money where someone else might find it

- **Social:** Going against the decision of the crowd, criticizing someone for a good reason, speaking up on behalf of an unpopular belief, revealing someone's secret, standing up for someone

4. Show the following list on Transparency #8.

   - Running for a class office
   - Going to an unchaperoned party
   - Trying out for a part in the school play
   - Sky diving
   - Smoking cigarettes
   - Approaching a person you don't know well
   - Taking a drug
   - Sticking up for someone whom others are making fun of
   - Drinking when your parents are not home

   Ask the class, "What do all of these decisions have in common?" Guide the class in discussing that they all have an element of uncertainty about how they will turn out--they're all risky.

5. Ask students to list some of the major reasons people might decide to take such risks. Possible examples include:

   - For pleasure or thrills
   - To prove themselves
   - Out of loyalty and commitment to others
   - Because of lack of information
   - To show off
   - To achieve a goal
   - To gain approval from others
   - Because of a deep belief

   Emphasize that risks are positive and negative. Positive risks produce beneficial results; negative risks harm one's health and well-being.

Guided Practice: Refer the students to "Thinking About Taking Risks," Handout #5.

Divide the class into six groups and assign each group one of the six categories of risks listed on the chalkboard (physical, psychological, drug or alcohol related, legal, financial, social). Explain that each group's task is to list five risks for their assigned category and a positive and negative consequence for each risk.

Show some examples on Transparency #9.

Unit III Lesson Objective 3 (continued)

Examples:

Risk	Positive Consequence	Negative Consequence
Run a marathon	Great feeling	Possible injury
Smoke marijuana	Accepted by some friends	Numerous health hazards

Independent Practice: Have the students write a paragraph about the consequences of taking risks. Tell them to remember a time when they took a risk. Then, have them write on one of the following topics:

- A risk I took that paid off
- A risk I took that didn't pay off

Allow time for sharing of the paragraphs in class.

Lesson Assessment/Performance Criteria: Have students write the answer to these questions and turn them in. Use Transparency #10. After reading the students' answers, give students the opportunity to share their responses.

1. What have you learned about taking risks?
2. Discuss risks and consequences.
3. Define and give examples of positive and negative risks.
4. How can you apply this information to your life? (i.e., studying for examinations at the last minute, hitch-hiking, taking drugs, dealings with strangers)

Reteaching/Extensions: Have students think about a risk-taking decision that they had to make within the last twenty-four hours. Have them write in their notebooks the nature of the decision, the risks involved, and the positive and negative con-sequences which could have occurred. Provide an opportunity for students to share what they wrote. Use Handout #4.

Resources: Handouts #5 and #6
Transparencies #8-#10

Decisions

What do all of these decisions have in common?

- Running for a class office
- Going to an unchaperoned party
- Trying out for a part in the school play
- Sky diving
- Smoking cigarettes
- Approaching a person you don't know well
- Taking a drug
- Sticking up for someone whom others are making fun of
- Drinking when your parents are not home

THINKING ABOUT TAKING RISKS

Directions: List some risks, the benefits that you can get from them, and the possible negative consequences that might occur.

Risks

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Positive Consequences

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Negative Consequences

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Risks/Consequences

Examples:

Risk	**Positive Consequence**	**Negative Consequence**
Run a marathon	Great feeling	Possible injury
Smoke marijuana	Accepted by some friends	Numerous health hazards

Lesson Assessment/ Performance Criteria

Write the answer to these questions and turn them in.

1. What have you learned about taking risks?

2. Discuss risks and consequences.

3. Define and give examples of positive and negative risks.

4. How can you apply this information to your life? (i.e., studying for examinations at the last minute, hitch-hiking, taking drugs, dealings with strangers)

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.			
2. The lessons are presented at the appropriate level of difficulty.			
3. The instructional activities ensure the acquisition of content and skills.			
4. A variety of teaching approaches is utilized.			
5. Assessment items measure objectives.			
6. Materials and resources are useful.			

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH
UNIT IV SUBSTANCE ABUSE

Unit/Major Objective	Essential Elements
Acquire information regarding use and abuse of drugs and apply decision-making skills to resist peer pressure associated with tobacco, alcohol, marijuana, and other comon drugs.	1A,F, 2C,D, 3A

Prerequisite Skills

- Be able to apply critical thinking and decision-making skills
- Be able to identify some harmful effects of drugs and problems associated with misuse of over-the-counter drugs

Lesson (Mini) Objectives

1. Distinguish between legal and illegal drugs.
2. Describe the characteristics and harmful effects of tobacco, alcohol, and other drugs.
3. Explain effects of substance abuse on the family.
4. Examine ways to respond to peer pressure to take drugs by listing strategies for avoiding peers who either use drugs or encourage others to use drugs.
5. Identify socially acceptable alternatives to alcohol, tobacco, marijuana, and other mood altering substances.

Unit IV: Sample Lesson

Lesson Objective No. 1: Distinguish between legal and illegal drugs.

Mental Set: 1. Distribute Pretest on "Drugs and Behavior," Handout #1.

2. Distribute the vocabulary list, Handout #2, to students and instruct them to copy the list in their notebooks to be studied and used for future reference.

Rationale: To provide an opportunity for students to learn the difference between *legal* and *illegal* drugs and to distinguish among over-the-counter (OTC), prescription, and abused drugs so that students can avoid the dangers to health and life that may occur when drugs are misused.

Input and Modeling:

Key Concepts/Skills

1. Present the vocabulary, Handout #2, by explaining the words and definitions to the students and answering any questions. Tell the students that they will learn four categories of drugs that will enable them to understand better the legal and illegal aspects of drugs.

Show the following drug categories on Transparency #1.

- OTC Drugs
- Prescription drugs that fight diseases
- Prescription drugs that people can get "high" on and become addicted to, are commonly abused, and are often sold illegally by drug dealers
- Illegal drugs that have no medical use

2. In the course of the class discussion, explain and discuss the differences among over-the-counter, prescription, and illegal drugs. Discuss how drugs from all three categories can be abused. Use the following information as a guide to implementing class discussion.

- OTC Drugs

  Aspirin - used to relieve headaches and minor aches and pains. "How many of you have ever taken aspirin? Did it relieve your ache or pain? Should you take aspirin every time that you have a headache or other pain? Why not? If you have a really bad headache and realize that relaxing and taking one or more aspirin will not make it go away, should you take several more aspirin within a brief period of time? Why not? (Explain that even aspirin can be poisonous or fatal if used incorrectly.) Why should drugs such as aspirin be put in high places or locked in a cabinet, especially in a household with small children?"

  Discuss how drugs can harm or kill children who do not know the dangers and may think that some pills are candy.

Unit IV Lesson Objective 1 (continued)

- Prescription drugs that fight diseases
  Penicillin - an antibiotic that fights bacterial infections.
  Explain the proper use of prescription drugs and stress the importance of following the directions given by the doctor or pharmacist.

- Prescription drugs that are commonly abused
  Valium - a tranquilizer prescribed to calm or relax.

- Illegal drugs with no medical use
  LSD, PCP, "crack"

3. Read and discuss in class "How Drugs are Used," *Choosing Good Health*, pps. 185-186.

Guided Practice: Have students put their names on notebook paper and number from 1-10. Using Transparency #2, give students sample situations in which people are involved with drugs. Have the students mentally assess the situation and write on their paper either *Legal* or *Illegal*. Afterward, ask students to exchange papers and check orally in class. Discuss any sample situations that students may have had difficulty assessing.

Examples:
- Taking aspirin for a headache [Legal]
- Buying "sleeping pills" from a person in the neighohorhood [Illegal]
- Smoking joints (marijuana) with some friends [Illegal]
- Taking pain pills prescribed by your doctor for a broken arm [Legal]

Independent Practice: Ask students to list in a column all of the OTC drugs and food products containing drugs that they or other family members have used in the past year. In a second column, have students list prescription drugs that they or family members have used during the year. In an additional column, have students list commonly abused illegal drugs. Review students' papers as a check for understanding.

Lesson Assessment/Performance Criteria: Check students' understanding by giving a written test for each student to complete independently. Grade the tests and return to students the following day for discussion and correction.

Sample Test:

Matching
Match the following words with the correct definitions. Write the letter of the definition in the blank provided. (Create a matching section for the test by using the vocabulary words and their definitions.)

B	1. Drug	A.	Over-the-counter drug
A	2. OTC drug	B.	Anything put into the body from the outside that changes the way the body works

Unit IV Lesson Objective 1 (continued)

True/False
Write *T* in the blank provided if the statement is true and *F* if the statement is false.

1. T All prescription drugs are illegal unless prescribed by a doctor.
2. T Some drugs are so addictive and dangerous that no one can use them with the possible exception of research scientists.
3. F Over-the-counter drugs cannot harm you.

Using some of the situations presented in the Guided Practice activity, create a third test section.

Legal/Illegal
Using the blank provided, write *L* before each situation or drug that is legal and *I* before each situation that is illegal.

1. I PCP (Angel Dust)
2. L Taking penicillin prescribed by your doctor
3. L Taking pain killers prescribed by a doctor for a broken leg
4. I Buying some blue pills your friend says will make your headache go away

Reteaching/Extensions: Ask students to look in newspapers, magazines, and books for interesting and informative information about drug abuse and to bring this information to class to share.

Resources: Handouts #1-#2
Transparencies #1-#2
Choosing Good Health, pp. 185-186.

Handout 1

UNIT IV PRETEST

DRUGS AND BEHAVIOR

READ EACH STATEMENT AND MARK *T* FOR TRUE OR *F* FOR FALSE IN THE BLANK PROVIDED.

____ 1. Drugs such as aspirin which can be purchased at the store are harmless.

____ 2. Prescription drugs can only be obtained with a doctor's written consent.

____ 3. Alcohol is a drug.

____ 4. There is a drug in cola drinks.

____ 5. Chocolate contains a stimulant drug.

____ 6. Caffeine is a depressant drug.

____ 7. Cigarettes contain a poison.

____ 8. Cigarettes may cause cancer.

____ 9. Marijuana is the most abused drug in the U. S.

____ 10. "Crack" is a slang or street name for cocaine.

____ 11. Alcohol kills 25 times as many people as any other drug.

____ 12. By age 18, a child in the U. S. will have seen 100,000 beer commercials.

____ 13. Women drink more alcohol than men.

____ 14. A designer drug, such as Fentanyl, is a synthetic drug used by dress designers to create new fashions.

____ 15. Cocaine is the most addictive drug in the world.

____ 16. Many designer drugs are legal.

____ 17. LSD is a prescription drug.

____ 18. "Angel Dust" is slang for PCP.

____ 19. The blood flow to your brain is 16 times greater than it is to the rest of your body.

____ 20. Sniffing glue, paint, aerosols, etc. cannot cause brain damage.

____ 21. Alcohol-related automobile accidents are a major cause of death among American teenagers.

____ 22. Drugs taken by a woman during pregnancy cannot harm her unborn baby.

____ 23. Taking extra amounts of a medicine help to cure a disease more quickly.

____ 24. Smokers get sick more often than nonsmokers.

____ 25. Whenever you get sick or are not feeling well, your body always needs the help of some type of medicine.

____ 26. Tolerance means that the body needs less of a drug to feel the same effect.

____ 27. A person who is dependent on a drug cannot stop taking the drug without feeling very sick.

____ 28. Barbiturates are stong depressant drugs that help people stay awake.

____ 29. Valium is the most widely abused prescription drug in the U. S.

____ 30. Barbiturate abusers often appear to be drunk.

____ 31. Heroin is a narcotic drug so strong and dangerous that doctors are not even allowed to prescribe it.

____ 32. Hallucinogens are drugs that cause people to think they are seeing, smelling, and hearing things that are not really there at all.

____ 33. Smoking is the number one most preventable cause of death and disease in the U. S. today.

____ 34. A nonsmoker cannot be affected by the smoke from a smoker or a cigarette left burning in an astray.

____ 35. Nicotine, a stimulant drug in tobacco, makes blood vessels larger.

____ 36. Almost a million teenagers begin smoking each year.

____ 37. Ethyl alcohol is formed by the fermentation of sugar with yeast spores and is found in beer, wine, etc.

____ 38. An alcoholic is a person who has become dependent on the drug alcohol.

____ 39. Amphetamines are drugs that slow the body's actions.

____ 40. Different people may have different reactions to the same drug.

____ 41. Marijuana contains more than 450 different chemicals.

____ 42. Cocaine is a drug that comes from the leaves of the cocoa plant.

____ 43. Cocaine acts much like a stimulant drug.

____ 44. Cocaine is an anesthetic.

____ 45. Cocaine may also cause hallucinations.

____ 46. Cocaine is very physically and psychologically addictive.

____ 47. Methamphetamine Hydrocloride is a fertilizer.

____ 48. Two and two-tenths marijuana cigarettes (joints) do greater damage to sinuses and lungs than 16 tobacco cigarettes.

____ 49. Cannabinoids are headhunters that sell drugs.

____ 50. Psychotic means "out of touch with reality."

In your own words define "drug."

____

____

____

Unit IV, Lesson 1 **Handout 2**

SUBSTANCE ABUSE

Vocabulary List

Drug	Anything put into the body from the outside that causes a change in the way the body works, or causes a change in behavior or emotions
OTC Drug	*Over-the-counter drug.* A legal drug that can be bought in a store Most OTC drugs are labeled. The labels list ingredients, dosage, and warnings. Some legal drugs such as alcohol and spray paint have age restrictions. The alcohol age limit is 21. Some stores in high abuse areas will not sell spray paint to minors. Cigarettes are also sometimes restricted.
Prescription Drugs	Drugs that can be purchased legally from a pharmacist with a note or prescription from a doctor
Illegal Drugs	Drugs that are against the law to possess or use All prescription drugs are illegal unless prescribed by a doctor. Some drugs are so addictive and dangerous that only research scientists can use them.
Drug Abuse	Overusing or misusing a drug in a way that is bad for your health Many kinds of chemical substances can be considered abused drugs. • Household products such as paint thinner, spray paint, liquid paper, gasoline • Prescription drugs such as diet pills, sleeping pills, tranquilizers, pain killers • Drugs which have little or no medical use such as marijuana, heroin, crack, PCP, LSD • Legal and socially acceptable drugs such as tobacco and alcohol
Tolerance	A person needs more and more of a drug to get the same effect
Addict	A person who is dependent upon a drug
Psychological Addiction	A person thinks that he needs a drug to cope with or enjoy life.
Physical Addiction	A person has built up a tolerance to a drug so that he must use the drug to prevent withdrawal

SUBSTANCE ABUSE

Vocabulary List

Withdrawal	Symptoms that a drug user suffers when he does not get enough of a drug. These symptoms range from flu-like symptoms to convulsions, severe hallucinations, and death.
Psychotic	Out of touch with reality
Overdose	Taking more of a drug than your body can stand which causes harmful side effects and sometimes death
Lethal Dose	Enough of a drug to kill you
Drug Dealer	Anyone who sells drugs illegally
"High"	A strong feeling of happiness and/or excitement

Categories of Drugs

- OTC Drugs
- Prescription drugs that fight diseases
- Prescription drugs that people can get "high" on and become addicted to, are commonly abused, and are often sold illegally by drug dealers
- Illegal drugs that have no medical use

Situations Involving Drugs

Examples:

- Taking aspirin for a headache ___________
- Buying "sleeping pills" from a person in the neighorhood ___________
- Smoking joints (marijuana) with some friends ___________
- Taking pain pills prescribed by your doctor for a broken arm ___________

Handout 1

UNIT IV PRETEST: ANSWER SHEET

DRUGS AND BEHAVIOR

When used as a pretest, this test is only for the purpose of determining present knowledge, and wrong answers will not count against students' grades. After administering the pretest, the teacher may give students the correct answers, allowing them to correct their own test. The teacher may briefly answer questions which may arise while correcting the test.

This test can also be used as a posttest or changed to a multiple choice, matching, or fill-in-the-blank format.

READ EACH STATEMENT AND MARK *T* FOR TRUE OR *F* FOR FALSE IN THE BLANK PROVIDED.

_F_ 1. Drugs such as aspirin which can be purchased at the store are harmless. (Aspirin can be toxic or fatal in large doses.)

_T_ 2. Prescription drugs can only be obtained with a doctor's written consent.

_T_ 3. Alcohol is a drug.

_T_ 4. There is a drug in cola drinks. (The drug is caffeine, a stimulant.)

_T_ 5. Chocolate contains a stimulant drug. (Theobromine is a stimulant.)

_F_ 6. Caffeine is a depressant drug. (stimulant)

_T_ 7. Cigarettes contain a poison. (nicotine, a stimulant, and tars, carcinogens)

_T_ 8. Cigarettes may cause cancer.

_F_ 9. Marijuana is the most abused drug in the U. S. (alcohol)

_T_ 10. "Crack" is a slang or street name for cocaine.

_T_ 11. Alcohol kills 25 times as many people as any other drug.

_T_ 12. By age 18, a child in the U. S. will have seen 100,000 beer commercials.

_F_ 13. Women drink more alcohol than men. (On the average, 20% more men drink than women.)

_F_ 14. A designer drug, such as Fentanyl, is a synthetic drug used by dress designers to create new fashions. (It is a close chemical derivative of a controlled drug. Fentanyl is a prescription drug which is an anaesthetic 20 to 40 times stronger that Heroin and is a chemical derivative of an opiate.)

_F_ 15. Cocaine is the most addictive drug in the world. (Designer drugs, especially synthetic opiates such as Fentanyl, are the most addictive.)

_T_ 16. Many designer drugs are legal. (They are legal when first created by a chemist because they are so new that they are not on the controlled substances list. Sometimes chemists make a mistake trying to make designer drugs and create a drug which can cause severe brain damage or even death.)

_F_ 17. LSD is a prescription drug. (Lysergic Acid Diethylamide, also known as acid, is a powerful hallucinogenic drug with no legal use.)

_T_ 18. "Angel Dust" is slang for PCP. (PCP - phyncyclidine)

_T_ 19. The blood flow to your brain is 16 times greater than it is to the rest of your body. (This is one reason that drugs affect the brain so strongly.)

_F_ 20. Sniffing glue, paint, aerosols, etc. cannot cause brain damage. (Abusing inhalants, as the above are labeled, can damage not only the brain by destroying cells, but also destroy blood, heart, and liver cells and may even cause death.)

_T_ 21. Alcohol-related automobile accidents are a major cause of death among American teenagers.

_F_ 22. Drugs taken by a woman during pregnancy cannot harm her unborn baby. (Any drug taken by a pregnant woman may affect the fetus causing birth defects, premature birth, etc.)

_F_ 23. Taking extra amounts of a medicine will help to cure a disease more quickly. (may cause an allergic reaction, respiratory failure, death, etc.)

_T_ 24. Smokers get sick more often than nonsmokers.

_F_ 25. Whenever you get sick or are not feeling well, your body always needs the help of some type of medicine. (Often headaches and other body aches are brought on by stress, fatigue, etc. and will disappear with rest, relaxation, and exercise.)

_F_ 26. Tolerance means that the body needs less of a drug to feel the same effect. (more, rather than less)

_T_ 27. A person who is dependent on a drug cannot stop taking the drug without feeling very sick. (This is called withdrawal. The pain or discomfort of withdrawal is often what drives an addict to continue to abuse the drug.)

_F_ 28. Barbiturates are strong depressant drugs that help people stay awake. (Barbiturates, often called downers, make people sleepy or drowsy.)

Unit IV , Lesson 1, Handout 1, Pretest Answer Sheet (continued)

T 29. Valium is the most widely abused *prescription* drug in the U. S. (a tranquilizer used to reduce stress and anxiety)

T 30. Barbiturate abusers often appear to be drunk. (As a depressant, users may appear drunk but have no alcohol smell.)

T 31. Heroin is a narcotic drug so strong and dangerous that doctors are not even allowed to presribe it. (Heroin is a powerful narcotic made from the resin [sap-like substance] of the Opium poppy plant.)

T 32. Hallucinogens are drugs that cause people to think they are seeing, smelling, and hearing things that are not really there at all.

T 33. Smoking is the number one most preventable cause of death and disease in the U. S. today.

F 34. A nonsmoker cannot be affected by the smoke from a smoker or a cigarette left burning in an astray. (This is called second-hand smoke.)

F 35. Nicotine, a stimulant drug in tobacco, makes blood vessels larger. (smaller)

T 36. Almost a million teenagers begin smoking each year.

T 37. Ethyl alcohol is formed by the fermentation of sugar with yeast spores and is found in beer, wine, etc.

T 38. An alcoholic is a person who has become dependent on the drug alcohol.

F 39. Amphetamines are drugs that slow the body's actions.

T 40. Different people may have different reactions to the same drug. (The effect that a drug has on an individual depends upon that person's personality, mood and emotions at the time, expectations about the particular drug, and the environment in which he partakes of the drug.)

T 41. Marijuana contains more than 450 different chemicals.

T 42. Cocaine is a drug that comes from the leaves of the cocoa plant.

T 43. Cocaine acts much like a stimulant drug.

T 44. Cocaine is an anesthetic.

T 45. Cocaine may also cause hallucinations.

T 46. Cocaine is very physically and psychologically addictive.

F 47. Methamphetamine Hydrocloride is a fertilizer. (Called "speed," it produces a quick rush of artificial energy or an intense "high" and is very dangerous.)

T 48. Two and two-tenths (2.2) marijuana cigarettes (joints) do greater damage to sinuses and lungs than 16 tobacco cigarettes.

F 49. Cannabinoids are headhunters that sell drugs. (Cannabinoids are chemicals found in the marijuana plant that collect in the body fat and cause serious organ damage.)

T 50. Psychotic means "out of touch with reality."

In your own words define "drug."

A drug is anything put into the body from the outside that causes a change in the way the body works or a change in behavior or emotions.

Most abused drugs are mind-altering chemical substances.

Unit IV: Sample Lesson

Lesson Objective No. 2: Describe the characteristics and harmful effects of tobacco, alcohol, and other drugs on the body systems.

Mental Set: Distribute handouts with the following vocabulary words and their definitions. (See Handouts #3 - #5.)

- Depressants
- Stimulants
- Narcotics
- Hallucinogens
- Inhalants
- Designer drugs

Instruct students to place all six sheets in their notebook for future reference. Tell students that as each category of drugs is discussed they will add more vocabulary words.

Rationale: To provide students with an opportunity to learn about the long- and short-term effects of tobacco, alcohol, and other drugs on the body systems so that through awareness and education students will be able to make choices and decisions that foster individual personal health and safety.

Input and Modeling:

Key Concepts/Skills

1. Define and discuss each of the six (6) categories of drugs listed on Handouts #3-#5.

2. Write on the chalkboard the vocabulary words that correspond to each category of drugs and instruct students to locate them in their notebooks. (i.e., Depressants, Stimulants, etc.)

3. Expand on vocabulary using information in the handouts by writing key concepts on the chalkboard. Instruct students to take notes. Use the following outline as an example of information to record.

    A. Depressants - drugs that slow down the body's processes (See Handout #3.)
        1. Barbituates
        Possible harmful effects:
            a. Immediate - Decreased alertness, drowsiness, poor coordination, death
            b. Long term - Confusion, irritability, sleepiness, death
        2. Tranquilizers
        Possible harmful effects:
            a. Immediate - Drowsiness, blurred vision, dizziness, slurred speech
            b. Long term - Destruction of blood cells, jaundice, coma, death

3. Alcohol - (beer, wine, liquor)
   Possible harmful effects:
   a. Immediate - Decreased alertness, depression, stupor, nausea, unconsciousness, death
   b. Long term - Obesity, malnutrition, fetal alcohol syndrome, impotance, severe mental disorders, ulcers, brain damage, delerium trements, liver damage, death

Read "Depressants," p. 188 and "The Effects of Alcohol," pp. 198-202, *Choosing Good Health*. Also see chart on p. 190.

B. Stimulants - drugs that speed up the body's processes (See Handout #3.)
   1. Amphetamines
      Possible harmful effects:
      a. Immediate - Excitation, restlessness, rapid speech, irritability, convulsions, death
      b. Long term - Insomnia, excitability, hallucinations, severe mental disorders, malnutrition, death
   2. Cocaine and "Crack"
      Possible harmful effects:
      a. Immediate - Irritability, depression, mental disorders, death
      b. Long term - Damage to lining of nose and blood vessels when sniffed, severe mental disorders, death
   3. Tobacco/Nicotine
      Possible harmful effects:
      a. Immediate - Headache, loss of appetite, nausea
      b. Long term - Difficulty in breathing, heart and lung diseases, death
   4. Caffeine - found in coffee, chocolate, tea, and colas
      Possible harmful effects:
      a. Immediate - Excitation, restlessness, irritability
      b. Long term - Insomnia, excitability, palpitations

Read "Stimulants," p. 189, and "Effects of Tobacco," pp. 192-197, *Choosing Good Health*. Also see chart on p. 190.

C. Narcotics - strong painkillers (See Handout #4.)
   1. Opium
   2. Heroin
   3. Morphine
   4. Codeine
      Possible harmful effects of 1 thru 4:
      a. Immediate - Decreased alertness, hallucinations, stupor, nausea, vomiting, unconsciousness, death
      b. Long term - Constipation, sluggish speech, temporary sterility and impotence, convulsions, coma, death

See chart on p. 190, *Choosing Good Health*.

D. Hallucinogens - drugs that cause people to see, hear, and feel things that do not exist (See Handout #4.)
   1. LSD
   2. PCP (also a depressant)
   Possible harmful effects of 1 and 2:
      a. Immediate - Changes in perception, anxiety, hallucinations, vomiting, panic, mental disorders, death
      b. Long term - Delusions, increased panic, severe mental disorders, death
   3. Marijuana - a stimulant and depressant
   4. Hashish - stronger than marijuana
   Possible harmful effects of 3 and 4:
      a. Immediate - Reduction of inhibitions, panic, loss of memory, stupor, changes in perception, delusions, paranoia
      b. Long term - Lung damage, possible sterility, death

Read "Hallucinogens," p. 189 and "Marijuana," p. 189, *Choosing Good Health.* Also see chart on p. 191.

E. Inhalants - drugs inhaled through the nose (See Handout #5.)
   1. Airplane glue
   2. Other solvents and aerosols
   Possible harmful effects of 1 and 2:
      a. Immediate - Poor coordination, stupor, unconsciousness, death
      b. Long term - Hallucinations, damage to liver, kidney, bone marrow, and brain; death

Read "Volatile Substances," p. 191, *Choosing Good Health.* See chart on p. 191.

F. Designer/synthetic drugs - close chemical copies of controlled drugs (See Handout #5.)
   Ecstacy (MDMA)
   Possible harmful effects:
   Reacts as an amphetamine and a hallucinogen. Marketing tactics and concealed laboratory information prevent knowing exact effects. The drug has been known to induce hazardous blood pressure elevations, life threatening disturbances of the heart, seizures, and hypertension.

   More information on designer drugs may be found in *Discover* magazine, "The Looming Menace of Designer Drugs," by Winfred Gallagher, August, 1986.

Guided Practice: Use Transparency #3 as an example for the practice activity to follow.

Instruct students to head their papers, number from 1-20, then identify a drug or a physical effect or symptom of a drug and write the category (Depressant, Stimulant, Narcotic, Hallucinogen, Inhalant, or Designer Drug) of that drug or a physical symptom identified with that category of drugs. Give the name or symptom orally as you write the name or symptom on the chalkboard or overhead. After completion of the activity, students will exchange papers and correct the answers. Answer questions and clarify any concepts that may have been misunderstood.

Unit IV Lesson Objective 2 (continued)

Example.

1.	"Crack"	Stimulant
2.	Alcohol	Depressant
3.	A drug that slows down actions of the brain and spinal cord	Depressant
4.	Marijuana	Hallucinogen
5.	Spray paint	Inhalant
6.	A close chemical copy of a controlled or illegal drug.	Designer Drug

Independent Practice: Divide class into groups of 3 to 5 students each. Each group will make 6 charts, one for each category of drugs. A sample chart may be duplicated for each group to copy on notebook paper, or each group may be provided with 6 copies of Handout #6, "Drug Chart," to complete. Students will complete charts using their vocabulary list, notes, and textbook as reference materials. Monitor the groups and provide assistance as needed.

Lesson Assessment/Performance Criteria: Check for understanding by giving a written test for each student to complete independently. Grade and return the tests the following day for discussion and correction.

SAMPLE TEST

(Use the vocabulary words and definitions to create matching and multiple choice sections of the test.)

Matching

Match the following words with the correct harmful effects. Write the letter of the harmful effects in the blank provided.

_B_ 1. Barbituates

_A_ 2. Tobacco

A. Long term effect of difficulty in breathing, heart and lung diseases, and death

B. Immediate effect of decreased alertness, drowsiness, poor coordination, even death

Multiple Choice

Write the letter of the correct answer in the blank provided.

_B_ 1. Alcohol is a ________________.

A. Stimulant B. Depressant C. Narcotic

_C_ 2. Nicotine is a stimulant drug found in ______________.

A. Soft drinks B. Coffee C. Tobacco

Using the vocabulary and information from *Choosing Good Health*, create a true/false section for the test.

Unit IV Lesson Objective 2 (continued)

True/False
Write *T* in the blank provided if the statement is true and *F* if the statement is false.

1. T Alcohol is a drug as well as a beverage.
2. F Doctors sometimes prescribe PCP as a pain killer

Reteaching/Extensions: Have students role play or "pretend" that they are working on a drug information hotline. Divide students into group of 3. Each student will take a turn at playing the "hot-line" worker while the other 2 students "call in" and ask questions about the effects of drugs. Students may refer to notes or textbook for information.

Resources: Handouts #3-#6
Transparency #3
Choosing Good Health., pp. 185-192

SUBSTANCE ABUSE

DEPRESSANTS VOCABULARY LIST

Depressant Drug	A drug that slows down the actions of brain and spinal cord
Tranquilizer	Depressants used to calm people who are extremely nervous, worried, or upset
Barbiturates	Very strong depressants that help people fall asleep
Alcohol	Depressant drug that slows down the areas of the brain that controls thinking, emotions, and behavior
Synergistic Effect	Combining two or more drugs multiplies their effect causing them to become much stronger and more dangerous

STIMULANTS VOCABULARY LIST

Stimulants	Drugs that speed up signals from the brain and spinal cord
Amphetamine *Methamphetamine*	Commonly known as "speed"
Caffeine	Stimulant drug found in coffee, tea, cola, and chocolate
Nicotine	Stimulant drug found in tobacco
Tobacco	Substance from the tobacco plant found in cigarettes, cigars, chewing tobacco, snuff, and used in pipes. Contains many harmful substances including tar and nicotine.
Cocaine	A stimulant drug extracted from coca plant leaves
Crack	A cheap form of cocaine mixed with baking soda

NARCOTICS VOCABULARY LIST

Narcotic	A drug made from opium that induces narcosis (sleep)
Analgesic	A drug that relieves pain with little effect on the five senses
Opium	A resin from the opium poppy
Morphine	Purified opium
Heroin	A semisynthetic form of opium that is three times as strong as opium
Codeine	A form of opium used in prescription cough medicine and some prescription pain relievers
Paregoric	A form of opium used to relive diarrhea and teething pain

HALLUCINOGENS VOCABULARY LIST

Hallucinogens	Drugs that cause people to see, hear, and smell things that are not really there
Marijuana	A hallucinogenic drug most often smoked that comes from a marijuana plant
Cannabis Sativa	Scientific name for the marijuana plant
Americana Indica	A type of *Cannabis Sativa* plant
Hashish	Concentrated resin of the marijuana plant that is much stronger than marijuana
THC	The active ingredient in marijuana
LSD	A man-made hallucinogenic drug
PCP	A man-made hallucinogenic drug most commonly known as "Angel Dust"

SUBSTANCE ABUSE

INHALANTS/VOLATILE SUBSTANCES VOCABULARY LIST

Inhalants	Substances that act like general anesthetics, but have no medical use
Volatile	Evaporate easily, unstable, explosive
Solvents	Chemicals such as toulene, xylene, benzene, acetone, and carbon tetrachloride; found in model glue, plastic cement, paint thinner, liquid paper, gasoline, etc.
Aerosols or Propellants	Gases containing chlorinated or florinated hydrocarbons; found in household and commercial aerosol sprays which include insecticides, deodorants, glass chillers, hair spray, and spray paint
Anesthetics	Chloroform, ether, and nitrous oxide (laughing gas)
Sudden Sniffing Death	Death caused by interruption of heart rhythm during inhalant use
Suffocation	Breathing stops due to lack of air
Asphyxiation	Suffocation due to a chemical binding to the red blood cells preventing oxygen from being used

Designer Drugs Vocabulary List

Designer Drugs	Close chemical copies of controlled drugs
Controlled Substances Act	A law which controls the use of drugs
Anesthetic	A drug used to treat severe pain or block pain during surgery
Fentanyl	A synthetic anesthetic used by anesthesiologists and often abused as a designer drug, it resembles opiate drugs in its actions
MDMA or *Ecstasy*	A designer drug that is like an amphetamine and hallucinogen, often called the LSD of the 80's
Chemist	A person who understands how chemicals work and can create new substances by combining chemicals in new and different ways

Unit IV, Lesson 2 **Handout #6**

DRUG CHART

CATEGORY

DRUG	SLANG OR STREET NAME	POSSIBLE IMMEDIATE EFFECTS	POSSIBLE LONG-TERM EFFECTS

Sample Drugs/Categories

Example.

1.	"Crack"	Stimulant
2.	Alcohol	Depressant
3.	A drug that slows down actions of the brain and spinal cord	Depressant
4.	Marijuana	Hallucinogen
5.	Spray paint	Inhalant
6.	A close chemical copy of a controlled or illegal drug.	Designer Drug

Unit IV: Sample Lesson

Lesson Objective No. 3: Explain effects of substance abuse on the family.

Mental Set: Write this quotation on the chalkboard, "Drug abuse makes families sick." Encourage students to comment.

Rationale: To give students an opportunity to understand the impact of drug abuse on the family unit and how it affects the role and self-concept of each member of the family.

Input and Modeling:

Key Concepts/Skills

1. On the chalkboard or chart tablet, draw figures that represent members of a family. Underneath each figure, write a word or phrase to describe the distinctive qualities (personality) of that family member. Example: Father--strong, mother--kind.

2. Have students draw pictures of each person in their family and label each picture with a word(s) that characterizes that family member's personality.

3. Discuss the family as a unit. Ask questions such as:
   - Do the actions of one family member affect the other family members?
   - If someone in your family is hurt, sad, or sick, is the rest of the family affected?
   - How do you feel when your parents, brothers, or sisters argue or are mad at one another or you?
   - If someone in your family were on drugs, smoked, or had a drinking problem, would you be aware of the problem?
   - Should you blame yourself or can you get help?

4. Discuss how one family member with a drug problem can disrupt the whole family making the whole family "sick." UsingTransparency #4, discuss the different roles that family members assume when the family is not healthy.

5. Discuss ways to stay healthy if you have to live in a "sick" family. (counseling, civic and social activities, church groups)

Guided Practice: Use role playing to create situations involving family conflicts and drug abuse. Have students volunteer to act out the roles of parents in situations involving their children and drugs, as well as situations in which the parent has a drug problem. See Transparency #5.

Independent Practice: Display Transparency #4 and have groups of 3 to 5 students review the transparency. Instruct students to write the 4 types of family illnesses in children and discuss with their group ways that each type of child could better his/her situation. Monitor groups and assist as needed.

Lesson Assessment/Performance Criteria: Show the following questions on Transparency #6 and instruct students to answer them independently.

1. What is "Family Illness"?
2. What feelings do all members of a "sick" family have in common?
3. How can a family member unintentionally or unconsciously encourage the member with the drug problem to continue using drugs?
4. How can you help yourself stay healthy if someone in your family causes a family "illness"?

Reteaching/Extensions: Divide students into groups and have them simulate a family grouping. Give them the choice of creating and role playing either a healthy family or an unhealthy family. Have each group present their family to the class as a scene. (family at dinner, family shopping, family reading to one another, family playing a game) After the group acts out their family, let the class discuss and identify in an unhealthy family the different roles, such as "Victim" or "Lost Child."

Resources: Transparencies #4-#6

Family Illness

When the family is not healthy, family members tend to assume different roles as described below.

THE VICTIM

THE CHIEF ENABLER

(Protector)

The role of the enabler is to provide responsibility in the family. Often the spouse or parent closest to the Victim (C.D.) assumes this position. The worse the illness, the more the involvement of the protector.

THE CARETAKER OR HERO

The role of the hero is to provide self-worth for the family. The hero is often the oldest child or "breadwinner" parent; can usually see and hear more of what is really happening; tries to make things better.

SCAPEGOAT OR PROBLEM CHILD

The role of the scapegoat is to provide distraction and focus to the family. the scapegoat draws attention within the family, but goes outside for feelings of belonging and worth. He or she may be chemically dependent; may get attention through destructive means.

THE LOST CHILD

The role of the lost child is to offer relief (the one child the family doesn't have to worry about). This child doesn't make close connections in the family; spends much time being alone; is not noticed--either positively or negatively.

THE MASCOT OR FAMILY PET

The role of the mascot is to provide fun and humor. The mascot is not taken seriously, is often cute, fun to be around, charming, and humorous.

Role Playing

Examples:

1. Role Playing (4 volunteers: 2 boys, 2 girls)

    - Father: alcoholic (The Victim)
    - Mother: protector (The Chief Enabler)
    - Daughter: early adolescent (The Hero)
    - Son: younger (The Scapegoat)

    Situation: Father comes home from work and runs over son's bicycle which was left in driveway. (With minimal guidance, allow students to be creative in acting out the situation.)

    Discuss with class and then have the same students act out the same situation in a healthy family without an "ill" family member.

2. Role Playing (2 volunteers: 1 parent, 1 child)

    Situation: The parent discovers the child smoking "pot" (marijuana).

    Students role play the situation and then reverse roles so that each participant has the opportunity to be both parent and child.

Lesson Assessment

1. What is "Family Illness"?
2. What feelings do all members of a "sick" family have in common?
3. How can a family member unintentionally or unconsciously encourage the member with the drug problem to continue using drugs?
4. How can you help yourself stay healthy if someone in your family causes a family "illness"?

Unit IV: Sample Lesson

Lesson Objective No. 4: Examine ways to respond to peer pressure to take drugs by listing strategies for avoiding peers who either use drugs or encourage others to use drugs.

Mental Set: Write this quotation on the chalkboard, "Can you say 'NO' to drugs?" List vocabulary words from Transparency #7 and instruct students to write them in their notebooks.

Rationale: To encourage the student to develop skills needed to respond appropriately to peer pressure and to develop strategies for avoiding involvement with peers who use drugs and/or encourage others to use drugs.

Input and Modeling:

Key Concepts/Skills

(Prepare to spend two days on this lesson. This is an appropriate time to invite guest speakers.)

1. Discuss vocabulary with special emphasis on peer pressure.
2. Discuss why people use drugs. Have students give reasons people use drugs and record on the chalkboard.
3. Read pp. 203-206, *Choosing Good Health.*
4. Discuss good reasons *not* to use drugs and call upon volunteers to list their reasons on the chalkboard.
5. Discuss social skills necessary for students to learn to enable them to resist tempting but undesirable or dangerous situations. See Transparency #8.

Guided Practice: Create hypothetical situations using volunteers to role play the use of decision-making skills. (For example, create a situation in which a student is being pressured by friends to try a drug.)

1. Use role playing to give students practice saying *NO*. Divide students into groups and let each group create 1 or 2 situations that demonstrate ways to say "No." Some groups may create situations using positive peer pressure to demonstrate how friends can help keep friends out of trouble. Groups may present skits to class.
2. Improvisational theatre is another activity similar to role playing that can be utilized to reinforce the students' critical thinking and decision-making skills.

Choose 2 to 4 student volunteers to set the stage for the drama. The teacher or students may give the actors their roles orally or written on slips of paper. Actors must improvise just as students do in real life situations and act out their parts. The theme is "Say NO to Drugs."

TEENAGER 1: You are at a party where some kids are in the back room getting "high." Two of your friends are trying to get you to take some blue pills. Some of the kids are smoking pot and drinking alcohol. You want to leave, but you are afraid of losing your friends and not getting invited to any more parties.

TEENAGERS 2 AND 3: You are trying to talk your friend into taking drugs. Tell TEENAGER 1 all of the "good" things that can happen from taking the drug.

CLASS: Give TEENAGER 1 advice about all of the "bad" things that can happen from experimenting with the drug.

Independent Practice: Divide students into groups of 3-5 and instruct them to make a list of all of the ways that they can think of to say "NO" to drugs and constructively avoid peer pressure. NOTE: Remind students that all ideas are valid in brainstorming, and no one may reject or criticize any idea. Monitor groups as they work. When students have finished, have each group report its list.

Lesson Assessment/Performance Criteria: Assess student understanding and critical thinking skills by asking students to work independently and list their own personal "TOP 10" ways to say *No* to drugs and to include strategies for avoiding peer pressure.

Example:
- I would say,"No, thank you," and (strategy) walk away to avoid any further pressure.

Reteaching/Extensions: Have students make posters entitled "Ways to Say No to Drugs." Display in room or building.

Resources: Transparencies #7 and #8, and *Choosing Good Health*, pp. 203-206.

Vocabulary

1. Peer Pressure - a strong influence that others your own age have on you

2. Peers - others your own age

3. Consequences - results of your actions

NOPE Sheet

A social skill you need to learn is how to avoid joining others when the outcome spells Trouble. Here are the steps:

NAIL IT DOWN

Find out if you are risking trouble by asking questions - and then naming the trouble you are risking.

OWN CONSEQUENCES

Talk openly about what might happen to you.

PROPOSE ALTERNATIVES

Suggest other things to do instead.

EXIT GRACEFULLY

Leave--with the understanding that you would like to join in if the activity is changed.

Unit IV: Sample Lesson

Lesson Objective No. 5: Identify socially acceptable alternatives to alcohol, tobacco, marijuana, and other mood modifying substances.

Mental Set: Write this quotation on the chalkboard, "Enjoy life without drugs!" Write vocabulary words *alternative* and *self-concept* under the quotation.

Rationale: To provide opportunities for students to explore ways to have fun and feel good about themselves without using drugs.

Input and Modeling:

Key Concepts/Skills

1. Define and discuss vocabulary words *alternative* and *self-concept.*
2. Outline and discuss healthy alternatives to drug abuse with special emphasis on improving self-concept.
3. Discuss ways in which students may improve their self-concept and also boost the self-concept of their friends and family members.
4. Distribute Handout #7 and display Transparency #9. Discuss self-reliance, self-discipline, optimism, direction, responsibility, self-esteem, ambition, and confidence as being positive qualities that all teenagers should develop so that they will feel good about themselves without needing to drink alcoholic beverages or use drugs.
5. Read p. 207, "Enjoying Life Without Drugs," in *Choosing Good Health.*

Guided Practice:

1. Make a list on the chalkboard of some of your favorite things to do. Elicit reactions from students as you comment that these are things you enjoy doing.
2. After some discussion, ask students to list all of their favorite things to do and then write on separate slips of paper their top three choices. Put these responses in a box and play a type of charades game in which each student will draw an activity from the box and act it out for the class.

Independent Practice: Instruct students to pair off with a partner and role play using healthy alternatives to drug use. One student should play the part of a teen-ager who uses drugs and tries to talk a friend into taking drugs also. The other student will practice strategies for saying "no" and will name enjoyable, healthy alternatives to drug use. (Use Transparency #10.)

- Student 1: "Try some of this beer. It's really good on a hot, hot day."
- Student 2: "No Way!" (alternative) "Let's go for some ice cream and go swimming instead." OR "Let's go to the mall and see a movie. It will be cool there"

Unit IV Lesson Objective 5 (continued)

Lesson Assessment/Performance Criteria: Assess student understanding by instructing students to work independently and list five alternatives to drugs.

Reteaching/Extensions: Have students make posters entitled "Instead of Drugs, Try This" that illustrate various activities as alternatives to drug use. This can be a class project drawn on a large roll of butcher paper and displayed in the cafeteria.

Resources: Handout #7
Transparencies #9 and #10
Choosing Good Health, p. 207.

SELF-CONCEPT

Help each other develop these qualities by setting a good example.

SELF-RELIANCE

Teenagers who have faith in their abilities don't need to use alcohol to escape their problems.

SELF-DISCIPLINE

Teenagers who set their own goals and work steadily to meet them gain satisfaction that can't be found through drinking.

OPTIMISM

A person who is usually cheerful and inclined to anticipate good things is less likely to rely on alcohol to relax or "liven up a party."

DIRECTION

Teens who have interests in education, athletics, religion, or other commitments are less likely to spend time drinking.

RESPONSIBILTY

Teenagers who are encouraged to make their own decisions are in a better position to make wise choices about alcohol use.

SELF-ESTEEM

Those who have a high regard for themselves are less likely to yield to group pressure to use alcohol.

AMBITION

Alcohol can interfere with schoolwork and career plans. Teenagers with a strong desire to achieve won't let alcohol get in their way.

CONFIDENCE

A confident person will not be pressured into doing something that he or she doesn't want to do.

SELF-CONCEPT

Help each other develop these qualities by setting a good example.

SELF-RELIANCE

Teenagers who have faith in their abilities don't need to use alcohol to escape their problems.

SELF-DISCIPLINE

Teenagers who set their own goals and work steadily to meet them gain satisfaction that can't be found through drinking.

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CONFIDENCE

A confident person will not be pressured into doing something that he or she doesn't want to do.

Role Play

Alternatives to Using Drugs

Example:

- Student 1: "Try some of this beer. It's really good on a hot, hot day."

- Student 2: "No Way!" (alternative) "Let's go for some ice cream and go swimming instead." OR "Let's go to the mall and see a movie. It will be cool there."

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH
UNIT V HEALTH DECISIONS

Unit/Major Objective	**Essential Elements**
Make wise decisions about factors which affect personal health care.	1A-H 2A

Prerequisite Skills

- Be able to give examples of oral disorders which result from neglect of teeth
- Be able to describe some common hearing and visual problems
- Be able to explain the importance of personal health care

Lesson (Mini) Objectives

1. Identify factors which influence decisions about personal health.
2. Develop a plan for daily care of personal health including the prevention of personal health problems.
3. Describe the importance of periodic medical checkups by a professional.

Unit V: Sample Lesson

Lesson Objective No. 1: Identify factors which influence decisions about personal health.

Mental Set: Ask students to think of every decision that they made before coming to school this morning. Then ask if someone or anything helped them to make those decisions.

Rationale: To help the students become more aware of their surroundings and how the surroundings influence decisions about their personal health.

Input and Modeling:

Key Concepts/Skills

1. Read aloud with students the section, "What Influences Health Decisions," in *Choosing Good Health*, pp. 72-77.

2. Discuss the following factors and tell how each influences decisions about personal health.
   - Family
   - Peer Group
   - Knowledge
   - Advertising
   - Experience

   Ex: The family influences what you eat, how much you sleep, and basic values or what things you think are important in life.

Guided Practice: Divide the class into five groups. Assign one factor to each group. Have each group make up its own situation pertaining to that factor and roleplay it for the class.

Independent Practice: Have students keep a 24-hour log of all of the decisions they make which affect their total health and, as they record each decision, list beside it the factors which influenced that decision.

Lesson Assessment/Performance Criteria: Have students write the answers to these questions in their notebooks.

1. What are four factors which can influence health decisions?

2. Describe a way in which each of the four factors you named can influence your own health decisions.

Reteaching/Extensions: Assign each student to ask a parent or other older member of the family to share with them the factors which influenced their health decisions during their adolescence.

Resources: *Choosing Good Health*, pages 72-77
Transparency #1

INFLUENCES ON HEALTH

Discuss the following factors and tell how each influences decisions about personal health.

- Family
- Knowledge
- Experience
- Peer Group
- Advertising

Ex: The family influences what you eat, how much you sleep, and basic values or what things you think are important in life.

Unit V: Sample Lesson

Lesson Objective No. 2: Develop a plan for daily care of personal health including the prevention of personal health problems.

Mental Set: Ask students to outline and turn in their daily routine (Handout #1) which includes skin care, eating and sleeping habits, and exercises.

Rationale: To encourage students to realize the importance of establishing a daily routine for taking care of their health.

Input and Modeling:

Key Concepts/Skills

1. Discuss the reasons that as students get older they rely less on someone else to take care of them. As a child they probably needed constant reminders to brush their teeth, wash their hands, etc. As teenagers, however, they must demonstrate responsibility by doing these things daily on their own.

2. Use the labeled illustration in the textbook, *Choosing Good Health*, pp. 80-85, to demonstrate and review the care of the eyes, ears, skin, hair, nails, and teeth. Explain the relationship to total health by using examples of problems which could occur with poor personal health care.

Ex: Sore and red eyes as a result of eye strain
Hearing loss because of loud noises
Body odor from not being clean
Tooth decay as a result of lack of or improper brushing

Guided Practice:

1. Assist students in taking an inventory of their daily program as they complete Handout #2, "Assessing Personal Health."

2. Divide the class into groups of two's and allow five minutes for each twosome to discuss one personal health habit each that needs correction. Then each partner will help the other make a plan to correct the faulty health habit.

Independent Practice: Each student will create a humorous poster to illustrate tips for taking care of the skin, hair, nails, and teeth.

Lesson Assessment/Performance Criteria: Each student will design a personal daily health plan to promote a lifelong routine.

- Skin care
- Eating habits
- Sleeping habits
- Exercise

Reteaching/Extensions: Review the importance of sound health habits by comparing a make-believe boy or girl who has poor health habits to one who has established a healthy lifestyle.

Resources: *Choosing Good Health*, pages 80-88
Handout #1
Transparency #2

Unit V, Lesson 2

Handout #1

PERSONAL ROUTINE

SKIN CARE

Products I use regularly for my skin: ______

____

Morning routine: ______________________

____

____

Bedtime routine: ______________________

____

Special treatment for breakouts: __________

____

____

____

EATING HABITS

Foods I want to avoid: ________________

____

Sample Meal Plan:

Breakfast: ________________________

____

Lunch: __________________________

____

Dinner: __________________________

____

____

____

SLEEPING HABITS

In bed by: ________________________

Awake by: ________________________

EXERCISE

Types of exercise:

____

____

For ______minutes

______ times a week

HEALTH PROBLEMS

Ex: Sore and red eyes as a result of eye strain
Hearing loss because of loud noises
Body odor from not being clean
Tooth decay as a result of lack of or improper brushing

ASSESSING PERSONAL HEALTH

Part I

Take this inventory to see if you are maintaining a personal health program.

1. What daily exercises do I do? ______________________________

2. What grooming activities do I do each morning? ______________________________

3. What healthful foods do I eat for breakfast? ______________________________

4. What healthful foods do I eat for lunch? ______________________________

5. What healthful snacks do I eat during the day? ______________________________

6. What healthful foods do I always eat at dinner? ______________________________

Part II

Review your list above. How can you improve your activities to promote personal health in these areas?

1. Exercise: ______________________________

2. Eating habits: ______________________________

3. Grooming: ______________________________

Unit V: Sample Lesson

Lesson Objective No. 3: Describe the importance of periodic medical checkups by a professional.

Mental Set: Invite the school nurse to demonstrate taking the body temperature and the blood pressure. If the nurse is not available, select one student and demonstrate how to take body temperature with an oral thermometer.

Rationale: To stress that even though each student is responsible for his/her own health, he/she will require professional care periodically.

Input and Modeling:

Key Concepts/Skills

1. Explain to students the importance of regular checkups by the dentist, physician, and other health professionals to avoid diseases and to stay well. Remind them that these checkups should include vision and hearing screenings. Emphasize also that the best time to choose a health professional is before you need one.

2. A physical examination may reveal medical problems of which the patient may be unaware. Generally speaking, teenagers with no apparent major health problems should be examined every two years.

It is helpful to prepare oneself for a physical examination. This can be done by knowing one's own medical history and that of the family in general. This includes knowing about past illnesses, allergies, injuries, surgery, and immunizations. If we provide the doctor with this information, he/she will be better able to understand and attend to our health care needs. The more regularly we receive periodic checkups, the more familiar our doctor becomes with our health care needs.

Periodic checkups help not only the doctor to know us well, but also give us an opportunity to get to know our own bodies well. This is important when we can notice changes in our bodies that may be symptoms of a problem. We may also learn to recognize whether such symptoms require the attention of a doctor. By paying attention to changes in our physical condition, we can help the doctor to make a quicker and more accurate diagnosis of problems.

Guided Practice: Read aloud with students, "Professional Health Care Decisions," in *Choosing Good Health*, pp. 89-94. Have students take notes on the information describing the steps/procedures during a medical and dental checkup.

Independent Practice: Have students make their own medical record chart and place it in their notebooks. Include on the chart spaces to record approximate dates of immunization, eye and ear examinations, and dental or other medical examinations that they have received within the last year. Have them record their approximate height and weight and keep a record of future examinations during the semester. This activity will give students an opportunity to maintain a personal medical history. Draw a sample chart on a blank transparency.

Lesson Assessment/Performance Criteria: Instruct students to answer the following questions in their notebooks. Check their answers and follow up as indicated.

1. Why is it so important to have periodic checkups by a professional?
2. Explain what a medical history is and how it can be useful to both the patient and the doctor?
3. Are there specific examinations that are administered more often than others? Which ones?

Reteaching/Extensions: Schedule a physician to visit the class to discuss the importance of a physical examination and demonstrate some of the procedures of the examination.

Resources: *Choosing Good Health*, pages 89-94.

Unit V Lesson Objective No. 3 (continued)

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health, and Physical Education.

	Not at all	Somewhat	Very Well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH
UNIT VI DISEASES

Unit/Major Objective	**Essential Elements**
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases.	

Prerequisite Skills

- Demonstrate the ability to differentiate between a communicable and noncommunicable disease
- Demonstrate the ability to identify factors which promote the spread of common diseases including AIDS
- Demonstrate the ability to differentiate between bacterial and viral infections, their causes, symptoms, treatment, and methods of prevention

Lesson (Mini) Objectives

1. Describe causes, symptoms, and treatment of common communicable and noncommunicable diseases.
2. Name methods of preventing major communicable diseases including AIDS.
3. Describe causes and effects of cardiovascular diseases and cancer.

Unit VI: Sample Lesson

Lesson Objective No. 1: Describe causes, symptoms, and treatment of common communicable and noncommunicable diseases.

Mental Set: Ask students to name some communicable or noncommunicable diseases. Elicit reactions from students who have had some of the diseases that were named. Encourage students to relate some of the ways their illnesses affected them.

Rationale: To help students become more aware of the different kinds of diseases which may directly or indirectly affect them throughout life.

Input and Modeling:

Key Concepts/Skills

Review the difference between a communicable and a noncommunicable disease and give examples of each. Show Transparency #1.

Discuss some of the causes, symptoms, and treatment of common communicable and noncommunicable diseases. Refer to the charts on pp. 224-225 in the text.

Background Information for the Teacher: Point out that some diseases have impacted our society more than others. At one time, polio was a most feared and dreaded disease. Once a vaccine became available, the disease gradually disappeared. Today, the disease that has impacted society is AIDS, and there is still no known cure. Because of the impact that AIDS continues to make, it is important that students receive simple, clear, and direct information about AIDS.

Using Transparency #2, define AIDS as a disease triggered by infection with the human immunodeficiency virus (HIV) which weakens the immune system causing the infected person to catch certain diseases that healthy people can fight off, but that can be fatal to a person with AIDS. Unlike most infections, HIV infection does not go away. The virus remains in the person's body for the rest of her or his life.

Using Transparency #3, discuss the transmission of HIV, emphasizing that it is extremely difficult to catch. Stress that the HIV is a very fragile virus, and it cannot live outside the body. It can only be transmitted through access to the bloodstream.

Emphasize that AIDS is not a contagious disease and cannot be spread by casual contact.

Try to get students to share with you at this point some of the misinformation they have heard about how the HIV is spread. *Be sure* to clear up any misinformation and emphasize the following:

> *Anyone* who engages in unsafe behavior can become infected--regardless of age, sex, ethnicity, or sexual orientation. In other words, it is not who you are but what you do.

Using Transparency #4, explain the course of the HIV in the immune system.
Using Transparency #5, explain the three stages of HIV infection.

Tell students that although AIDS cannot be cured at this time, it *can* be prevented. Although disease prevention in general will be discussed in another lesson, it is important in this lesson to stress that a person can prevent AIDS by abstaining from sexual intercourse and by not using drugs. These are behaviors which people can choose to avoid.

Guided Practice: Divide students into groups of 3-5 and designate a leader for each group. Distribute Handout #1, Diseases Chart, for the group to use. Use Transparency #6 for modeling and have students work in groups to chart the causes, symptoms, and treatment for diseases. Have groups present their charts to the class.

Independent Practice: Have students record and define in their notebooks the vocabulary words on page 213 of the textbook. Have them add AIDS and HIV to their lists. As homework, assign pp. 213-222 for reading and require students to answer the "What Do You Remember" questions on page 222.

Lesson Assessment/Performance Criteria: Have students number a sheet of paper from 1-10. Read a cause, symptom, or treatment of a disease discussed in class. Have students write the name of the disease. Next to the name of the disease, have students write a "C" if it is communicable, a "N" if it is noncommunicable.

Resources: *Dealing with AIDS,* American Association of School Administrators
"Steps," National Coalition of Advocates for Students
Choosing Good Health, pp. 213-237
Handout #1
Transparencies #1-#6

DISEASES

Definitions:

Communicable or Infectious Diseases- Caused by living organisms called PATHOGENS. Pathogens are also called germs. *Viruses* and *bacteria* are examples of pathogens. Example: mumps and chicken pox.

Noncommunicable or Noninfectious Diseases- May have many causes, but are not caused by pathogens or germs. Example: heart attacks or cancer.

AIDS

(Acquired Immunodeficiency Syndrome)

AIDS is a disease triggered by an infection with the human immunodeficiency virus (HIV). This virus weakens the immune system, thus causing the infected person to catch certain diseases (commonly referred to as "opportunistic" diseases) that healthy people can fight off, but that can be fatal to a person with AIDS. Unlike most infections, HIV infection does not go away. The virus remains in the person's body for the rest of her or his life.

FACTS ABOUT AIDS

A. HIV cannot live outside the body.

B. HIV is transmitted in three ways.

  1. Sexual intercourse with an infected person

  2. Sharing IV drug needles

  3. From mother to unborn babies

C. HIV is *not* transmitted by casual contact.
Examples: Blood transfusions
Mosquito bites

AIDS INFECTION

HIV virus

↓

HIV virus invades body.

↓

Immune system creates antibodies.

- HIV attacks T-cells.

↓

- HIV not destroyed, takes over T-cells, and begins reproducing.

↓

The immune system breaks down.

↓

Person becomes ill and is susceptible to many kinds of infections.

↓

Person dies.

STAGES OF HIV INFECTION

1. People are infected but have no symptoms of disease. They can still transmit the HIV to others who may or may not develop symptoms. Most will not become ill for 3 to 7 years or more after infection.

2. People who are infected with HIV may develop symptoms related to AIDS. They are said to have AIDS Related Complex or ARC. They may be only mildly ill or very sick.

3. AIDS. People develop various infections including a rare type of severe pneumonia and a cancer known as Kaposi's sarcoma.

DISEASE CHART

NAME OF DISEASE	CAUSES	SYMPTOMS	TREATMENT

Unit VI: Sample Lesson

Lesson Objective No. 2: Name methods of preventing major communicable diseases including AIDS.

Mental Set: Ask students "What would you do if someone told you that you had been exposed to a communicable disease?" Elicit answers from the students.

Rationale: To help students realize that understanding how a disease is spread is the best way to learn how to prevent disease.

Input and Modeling:

Key Concepts/Skills

Discuss the impact of communicable diseases when they are allowed to spread. Briefly review how diseases such as the flu and measles are spread. As a form of review, lead students through "The Handshake Activity." (See Teacher Supplement #1.)

Have students discuss the significance of the activity. After a discussion of the activity, discuss with students the realization that they are approaching the age when they need to understand the seriousness of spreading *all* communicable diseases, especially sexually transmitted diseases, (STD's).

Describe an STD as a disease which is spread by sexual contact when germs come in contact with mucous membranes including the male and female sex organs. Emphasize that even though AIDS may be transmitted through sexual contact with an infected person, AIDS is not considered an STD, because it can also be transmitted by sharing needles and from mother to unborn baby.

Discuss methods of preventing the spread of communicable diseases other than STD's and AIDS. Include immunization, hand washing, isolating infected person, avoiding contaminated clothing, avoiding contact with skin, and avoiding others' coughs and sneezes as typical methods. Transmission of STD's and AIDS may be prevented by avoiding the use of unsterile needles when using drugs. Since unsterile needles are not found in a clinical setting, the concern over unsterile needles results in nearly all cases from those who abuse drugs and share needles. At this point, reinforce the value of not abusing drugs.

Guided Practice:

Divide students into groups. Using Transparency #7, read the problem situations to the students and have them generate answers to the four questions.

Independent Practice: Have students make a list of ten safety rules for avoiding the transmission of communicable diseases. Under one column, list five "Things I *should Not Do.*"

Show example on Transparency #8:

I *Should* . . .	I *Should Not* . . .
1. Wash hands carefully	1. Drink from someone else's glass

Lesson Assessment/Performance Criteria: Have students think about "The Handshake Activity." Ask students the following questions and have them write an answer to each one and discuss it before moving to the next question. (Use Transparency #9.)

1. What would have happened if the first three students had been treated? (The spread of infection would have been prevented. Message: If infected, seek treatment immediately.)
2. What should the first three students have done to prevent the spread of infection? (Seek treatment and tell all those with whom they shook hands (had sexual contact) to be treated.
3. What would have happened if the students had worn gloves (condoms)?
4. What if you didn't shake hands with anyone?

Have students indicate whether or not they answered the questions correctly by signaling "thumbs up" or "thumbs-down."

Resources: *Choosing Good Health*, Chapter 8
Activity Supplement #1
Transparencies #7-#9

Teacher Supplement #1

The Handshake Activity

Diseases are spread through direct and indirect contact. Shaking hands is one example of direct contact. This activity can be used to demonstrate the significance of disease transmission with regard to how many people may be subsequently infected by just a few people who carry the diseases initially. Although STD's are transmitted directly from one person to another, the contact must be much more intimate than just shaking hands.

Directions: Assign a number to everyone in the class. Tell all student to shake hands with two other people in the room. After this, pick three numbers out of a hat and have the students who were assigned these numbers stand up. Explain that the students with these numbers have been designated as having contracted a communicable disease (or an STD).

Ask these three people to identify the people with whom they shook hands. Have the students who shook hands with the three standing students stand up. Explain that these people may have contracted a communicable disease from the original three people. Continue asking contacts to stand up until everyone in the room has become a potential contact to the diseases.

Problem Situation 1

Tom and Sue began dating recently. Both have heard about the serious problems STD's can cause. They agree that they do not want to get and STD.

Problem Situation 2

A new sixth grade student just enrolled in school, and he has been diagnosed as having HIV, but he does not have aids.

Answers these questions about both situations.

1. What is the problem?
2. What are the important facts about the situation?
3. What are the possible actions?
4. What is the best solution?

Transparency #8

RULES FOR PREVENTING DISEASES

I *Should* . . .	I *Should Not* . . .
1. Wash hands carefully	1. Drink from someone else's glass

ASSESSMENT

Think of "The Handshake Activity" and answer the following questions:

1. **What would happen if the first 3 students had been treated?**
2. **What should the first 3 students have done to prevent the spread of infection?**
3. **What would have happened if the students had worn gloves?**
4. **What if you didn't shake hands with anyone?**

Unit VI: Sample Lesson

Lesson Objective No. 3: Describe causes and effects of cardiovascular disease and cancer.

Mental Set: Ask students, "Do any of you know the two major causes of death in the United States today? Prompt students with clues, if necessary, to help them think. *(cardiovascular diseases and cancer)*

Rationale: To help students realize that cardiovascular diseases and cancer, in many cases, may be prevented by leading a healthy lifestyle.

Input and Modeling:

Key Concepts/Skills

Using background information on pp. 226-228 of the text, discuss the cause of some common cardiovascular diseases including atherosclerosis, hypertension, and heart disease, and describe the effects of such diseases on the body.

Discuss with the students the fact that although the exact causes of cancer are unknown, some forms of cancer can usually be attributed to certain behaviors. For instance, certain skin cancers are caused by prolonged exposure to the sun, and smoking can contribute to lung cancer.

Using pp. 228-229 of the text for reference, discuss the effect of cancer on the body.

Use a variety of visuals (the illustration in the text, slides, or posters) to illustrate effects of cardiovascular diseases and cancer on the body.

Guided Practice: Have students conduct two experiments to better understand the effects of cardiovascular diseases and cancer. To simulate fatty deposits forming on the inner wall of an artery, have students divide into groups and perform the following activity:

Give each group a paper cup with some vaseline in it, a paper cup full of water, and two short soda straws. have a student in each group perform the activity while others observe. The student will stick one of the straws into the vaseline. Then he/she will place it in the cup of water and attempt to get the water to flow through the straw. After each student attempts the same thing, have them repeat the process with a clean straw. Have the groups report their findings.

As a second experiment, the students will perform an activity to simulate the uncontrolled growth of abnormal cells in the body, which is what happens with a person who has cancer. Use a hole punch to make numerous red and white dots. The red dots represent healthy or normal blood cells, and the white dots represent the abnormal cells. A student will mix an equal number of red and white dots on a desk or table top. Then, add extra white dots on top of the dots until the red ones nearly disappear. Have groups report their findings in terms of cancer.

Independent Practice: Have students write a brief description of the conclusions which were drawn from participating in the two group experiments.

Remind the students that the straw represents a blood vessel, and the dots represent blood cells.

Lesson Assessment/Performance Criteria:

1. Using Transparency #10, have students answer the following questions:
   - Name two things that can help to reduce a person's chances of developing a cardiovascular disease. Be specific in naming a particular disease.
   - Name two things that may increase a person's chances of developing cancer.
   - State one way in which cardiovascular disease and cancer can be related to each other.

2. Distribute Handout #2 as a unit review.

Resources: *Choosing Good Health*, pages 224-231.
Transparency #10
Handout #2

ASSESSMENT

Answer the following questions:

1. Name two things that can help to reduce a person's chances of developing a cardiovascular disease.

2. Name two things that may increase a person's chances of developing cancer.

3. State one way in which cardiovascular disease and cancer are related to each other.

Handout #2

Name ______________________________

UNIT VI ASSESSMENT

Reviewing Words

Circle the term that best answers each question.

1. This kind of diseases usually is communicable or contagious. What is it?	infectious disease	noninfectious disease	cardiovascular disease
2. This also is known as a germ. It causes infectious diseases. What is it?	wound	antibiotic	pathogen
3. These are pathogens. What are they?	viruses	X-rays	spirits
4. This disease is not caused by a germ. It is not communicable. What is it?	infectious disease	noninfectious disease	influenza
5. This is the way a person lives. What is it?	physical activity	life-style	quackery
6. This kind of infectious disease is caused by both viruses and bacteria. What is it?	hemophilia	allergy	pneumonia
7. This is an infectious disease caused by viruses. It affects the nose, throat, and air passages. What is it?	influenza	noninfectious disease	cancer
8. These are chemicals made by the body to help destroy pathogens. What are they?	vaccinations	antibodies	bacteria
9. This substance is made by such living things as bacteria. It can weaken or kill certain pathogens. What is it?	antibiotic	blood clot	cholesterol
10. This is a mass of useless tissue. What is it?	sickle cell	tumor	lymph

Unit VI Lesson Objective No. 3 (continued)

Reviewing Ideas

Read each sentence. If the sentence is true, put a 4 in the *True* box. If the sentence is false, put a 4 in the *False* box.

	True	False
1. Sanitation helps spread disease.	☐	☐
2. Viruses and antibodies are two kinds of pathogens.	☐	☐
3. In the past, noninfectious disease caused fewer deaths than today.	☐	☐
4. One vaccine can protect people from all diseases for the rest of their lives.	☐	☐
5. An antibiotic can weaken or kill certain pathogens.	☐	☐
6. Smoking can contribute to the development of cardiovascular diseases.	☐	☐
7. Cardiovascular diseases and cancer are the major causes of death in the United States today.	☐	☐
8. Exercise and diet have little effect on your physical health.	☐	☐
9. To help prevent cancer, you should avoid long exposure to sunlight and X-rays.	☐	☐
10. Quackery may prevent a person from seeking proper medical treatment.	☐	☐
11. Infectious diseases probably will be the most serious health problems of the future.	☐	☐
12. Starting healthy habits now can help protect your future health.	☐	☐

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health, and Physical Education.

	Not at all	Somewhat	Very Well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

GRADE 6 HEALTH
UNIT VII NUTRITION

DRAFT

Unit/Major Objective	Essential Elements
Demonstrate an understanding of the role of nutrition in developing a healthy individual.	1E

Prerequisite Skills

- Be able to list the six nutrients and the basic four food groups

Lesson (Mini) Objectives

1. Explain the relationship of the six nutrients to a healthy body.
2. Recognize that individual food choices are influenced by multiple factors.
3. Evaluate personal food intake.
4. Describe how foods are processed and how storage affects foods.

Unit VII: Sample Lesson

Lesson Objective No. 1: Explain the relationship of the six nutrients to a healthy body.

Mental Set: On a transparency, write the objective and the question, "Do you know how foods help you to stay healthy?" Allow the students to think about the question and then write their answers. Discuss.

Rationale: To help the student to understand that the body cannot function properly if essential nutrients are missing in one's diet.

Input and Modeling:

Key Concepts/Skills

1. Define *nutrient* as "The material in food that keeps your body healthy."
Explain to the students that almost all foods contain nutrients and that different kinds of foods provide different kinds of nutrients.

2. Have students read "What Nutrients Do for You," in *Choosing Good Health,* pp. 128-133. Discuss the material with the class. Show film "Nutritional Needs of Our Bodies." MP 00217

Guided Practice:

1. Develop a chart showing the six nutrients. Display on Transparency #1 and discuss.

2. Bring samples of food labels to class to compare and contrast. Discuss with students the nutrients therein, their sources, and their function.

Independent Practice:

1. Instruct each student to make a poster depicting the six nutrients. Have a supply of magazines, scissors, glue, etc. on hand so they can start in class and take home to finish.

2. Have the students keep a list of the nutrients in their food intake for one day. Using the list they will evaluate their own personal diet by describing what the nutrients did for their bodies.

Lesson Assessment/Performance Criteria: Have students answer the following questions on notebook paper.

1. Tell how each of these nutrients is used by the body: carbohydrates, fats, and minerals.

2. How does the fiber in foods help in digestion?

3. Name three animal foods that contain protein.

4. How often does a person need to eat a food containing vitamins? Why?

5. Tell why calcium is so necessary during periods of rapid growth.

6. How can nutritional information help you?

Reteaching/Extensions: Use Handout #1 to review and extend knowledge of nutrients and food groups.

Resources: *Choosing Good Health*, Chapter 5, "Nutrition and You"
Activity #13, *Choosing Good Health*, Activity Book 6
"Nutritional Needs of Our Bodies," MP 00217, Region XI, Education Service Center
Transparencies #1 and #2
Handout #1

SIX BASIC NUTRIENTS

Nutrient	Source	Function
Proteins	meat, eggs, milk, cheese	build new cells, helps repair and maintain cells
Vitamins	fruits, vegetables, milk	regulate body processes
Minerals	fruits, vegetables, meats, milk, eggs, cereals	regulate body processes, help build strong bones and teeth
Fats	cooking oils, butter, meats, cheese, milk	provide source of energy, carry vitamins in the body
Carbohydrates	pastas, bread, cereal, legumes, desserts	provide energy and help in digestion
Water	beverages and foods	helps cool the body and eliminates waste

LESSON ASSESSMENT

1. Tell how each of these nutrients is used by the body: carbohydrates, fats, and minerals.

2. How does the fiber in foods help in digestion?

3. Name three animal foods that contain protein.

4. How often does a person need to eat a food containing vitamins? Why?

5. Tell why calcium is so necessary during periods of rapid growth.

6. How can nutritional information help you?

NUTRIENTS AND FOOD GROUPS

This activity is a game played in groups of four or five people. Look at the game card and the twenty-five individual squares beneath it. Carefully cut out each of the individual squares. Mix them up and then tape or glue them in any order onto the game card. In addition, cut out about twelve pieces of your own paper to use as markers.

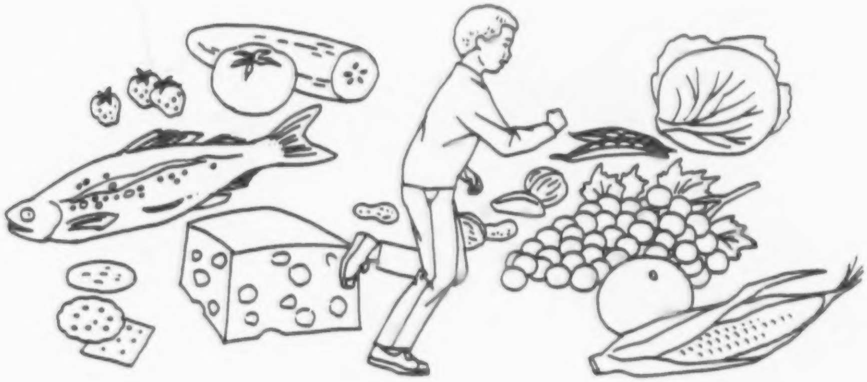
One person in the group acts as the caller, and calls out the clues that appear on the other side of this page. (The answers accompany each clue. The caller must keep track of the correct answers to check the winner's answers.) Each time the caller gives a clue, the players place a marker on the correct answer on their card. The first player to fill a row going across, down, or diagonally wins.

Have a different player act as the caller for each game.

F	O	O	D -	O

water-soluble vitamins	carbo-hydrates	milk group	bread-cereal group	fats	fat-soluble vitamins	vegetable-fruit group	meat group	amino acids
minerals	proteins	resting	Basic Four Food Groups	saturated fats	nuts, fruits	nutrients	sugar	starch
milk, rice egg, pear	running	unsatu-rated fats	calories	water	extra foods	fiber		

1. Starch, sugar, and fiber (carbohydrates)
2. Cooking oils and butter (fats)
3. The nutrients made up of amino acids (proteins)
4. The vitamins that mix with water and cannot be stored in the body (water-soluble vitamins)
5. Iron and calcium (minerals)
6. The nutrient that is a large part of body fluids (water)
7. Cakes and candies contain this kind of carbohydrate (sugar)
8. The carbohydrate found in wheat and oats (starch)
9. Potatoes belong in this food group (vegetable-fruit group)
10. Rice belongs in this food group (bread-cereal group)
11. Yogurt belongs in this food group (milk group)
12. Peanut butter belongs in this food group (meat group)
13. Foods that do not belong in any food group (extra foods)
14. An activity that causes your body to use few calories (resting)
15. An activity that causes your body to use many calories (running)
16. The name of the six types of substances found in foods (nutrients)
17. The carbohydrate found in vegetable and fruit skins (fiber)
18. The small parts that make up proteins (amino acids)
19. The vitamins that mix with body fat and can be stored in the body (fat-soluble vitamins)
20. What the vegetable-fruit group, meat group, milk group, and bread-cereal group are called (Basic Four Food Groups)
21. Foods from each of the four food groups (milk, rice, egg, pear)
22. Units that measure the amount of energy a food provides (calories)
23. Fats thought to be linked with certain cardiovascular diseases (saturated fats)
24. Fats that do not seem to lead to cardiovascular diseases (unsaturated fats)
25. Some nutritious snacks (nuts, fruits)



Unit VII: Sample Lesson

Lesson Objective No. 2: Recognize that individual food choices are influenced by multiple factors. (cultural, social, emotional, economic, and environmental)

Mental Set: Write the following questions on the chalkboard: What influences your food choices? Why do we eat the foods we do?
Ask the questions and elicit responses.

Rationale: To help students understand that there are many different reasons why diets vary among people.

Input and Modeling:

Key Concepts/Skills

1. People select and reject foods for many reasons. Discuss the following.
   - Your early childhood experiences greatly influenced your eating habits. What you ate as a child, what you liked or did not like, and when you ate your meals can influence your eating habits and preferences.
   - Family customs, ethnic background, economics, geography and climate, availability of certain foods, and convenience also have an impact on food choices.
   - Personal preferences based on texture, color, and smell strongly influence what you choose to eat.

2. Use Transparency #3 and distribute Handout #2 as bases for further discussion of the factors that influence food choices.

Guided Practice:

1. Make a vocabulary list with the students to define any words used in this lesson that the students do not already know.

2. Discuss and list reasons people eat the foods they do. Have students continue to add to the list for several days and prepare a bulletin board entitled "We Eat for Many Reasons." Include labels naming each reason.

3. Divide the class into groups and assign each group a factor that influences eating habits. Each group is to discuss and develop a short presentation on how that factor might influence good nutrition.

Independent Practice:

1. Have students describe specific customs of eating for their families. Have them ask their parents how these customs have changed from the time when they were growing up and then decide if food customs have changed from generation to generation.

2. Have the students interview someone of another race or religion to see if there is a difference in eating habits. Compare and contrast food sources, food preparation, and eating practices.

Lesson Assessment/Performance Criteria:

1. Have students identify in writing the five factors which influence food choices and in their own words describe one way in which each of these factors influences food choices.

2. Have students name three of their favorite foods and tell why the foods are special to them.

Reteaching/Extensions:

1. Ask students to describe how their eating habits change when they are angry, depressed, and happy.

2. Do a taste test with several different foods. Have students do the following.

   - Close eyes and identify the foods by their taste and smell .
   - Close eyes, hold nose, and identify the food. Is smell an important part of flavor?

3. Have each student bring in a favorite family recipe and tell why it is a favorite. Discuss the origin of the recipe and any uniqueness in its preparation.

Resources: *Choosing Good Health*, Chapter 5, "Nutrition and You"
Transparencies #3 and #4
Handout #2

WHAT INFLUENCES YOUR FOOD CHOICES?

FOOD CHOICES

1. **Physiological**
   - hunger
   - appetite
   - survival
   - senses
2. **Cultural**
   - ethnicity
   - holiday customs
   - religion
   - superstitions
3. **Psychological**
   - emotions
   - attitudes
   - creativity
4. **Social**
   - family
   - peers
   - others
5. **Food Availability**
   - climate/terrain
   - government policy
   - transportation

Handout #2

WHAT INFLUENCES YOUR FOOD CHOICES?

1. **Physiological Influences**--the interaction between your body and the food you eat
    a. Survival - all things need food and water to live. Humans are nourished by the food they eat and the water they drink.

    b. Hunger - a physical desire to eat. When an empty stomach contracts, hunger tells you it is time to eat.

    c. Appetite - a combined physical and psychological desire to eat. The aroma or sight of food may let you think you are hungry even when you are not. Your appetite may continue even when your hunger is satisfied.

    d. Senses - a combination of taste, smell, and touch gives food its flavor, thus different choices of food.

2. **Cultural Influences**- the shared language, behavior, and values of a society
    a. Ethnic background - a group of people with common cultural characteristics. Everyone belongs to some ethnic group and their immigrants brought food traditions with them. These traditions are passed from generation to generation. See chart of foods we enjoy because of cultural diversity.

    b. Holiday customs - many commemorate certain events such as religious festivals, national observances, birthdays, weddings, Thanksgiving, Easter, and Christmas.

    c. Religion - food patterns can be strongly influenced by beliefs. Sacred writings include statements about what foods people can or can not eat and also may have set periods of fasting. Food is also a symbolic part of many worship services.

    d. Superstitions - they forbid the eating of certain foods or wrong information about the benefits of certain foods (fads, fallacies, myths)

3. **Psychological Influences**--the interaction between your mind and the food you eat
    a. Emotions --can influence what and how you eat. People eat to relieve tension or anxiety. A parent may show love by fixing a favorite dinner. It can be used as a form of punishment too.

    b. Attitudes - eating right for good health; certain attitudes about prestige, social status, impress others, etc.

    c. Creativity - a way to express yourself; leisure or gourmet cooking.

4. **Social Influences**- A preference for certain foods is something you acquire.
    a. Family - helped shape your food habits by encouraging you to eat certain foods and behavior (manners) at the table.

    b. Peers - eating away from home with friends broadens your awareness of food. Food is also a part of your social life. (snacking, dating, food fads)

5. **Food Availability**--Food is only useful if it is available at a price consumers can afford.

   a. Climate/terrain--determines which crops are grown in a given geographical area.

   b. Government policy --affects the supply and price of food. Certain agencies ensure the safety of certain foods and in some cases, regulate the costs of food. Food is also a very large part of the international trade market.

   c. Transportation--modern transportation systems make a wide selection of food available all year.

LESSON ASSESSMENT

1. Identify the five factors which influence food choices and, in your own words, describe one way in which each of these factors influences food choices.
2. Name three of your favorite foods and tell why the foods are special to you.

Unit VII: Sample Lesson

Lesson Objective No. 3: Evaluate personal food intake.

Mental Set: Write the following on the chalkboard, "I am not sure if I am eating right. How can I know if my diet is balanced?" Ask studens to explain what "balanced diet" means. A diet that contains food from the four basic food groups.

Rationale: To help the students understand the importance of choosing foods from the Basic Four Food Groups to ensure a balanced diet and healthy body.

Input and Modeling:

Key Concepts/Skills

1. Review information on the Basic Four Food Groups with the class. Use pages 134-142, "Getting a Balanced Diet," in the book for discussion with the students. Make sure you discuss the number of servings needed, nutrients provided, sources of food, etc.

2. Discuss the body's need for energy. Lead a discussion about calories. Define *calories* . The amount of energy a food provides is measured in units called calories.

Show films: "You and Your Food," MP00268, and "Food That Builds Good Health," MP00922.

Guided Practice:

During class discussion, have the students identify some of their favorite foods and classify into groups. Then write a sample menu for one meal. Go through item by item, classifying each food into the correct food group during the discussion and letting the students take turns answering questions. Next, let the class make up another menu and classify into the correct food groups.

Independent Practice Distribute Handout #3 and instruct students to keep a food diary for one day. They must list everything that they eat or drink this day, including snacks. They should bring the list to class and complete the chart. (Refer to page 151 in the textbook for a sample diary.)

Lesson Assessment/Performance Criteria: Have the students answer the following questions on paper.

1. How many servings are recommended each day from each food group?

2. Why is an energy-balanced diet important?

3. In reviewing your daily diary, did you eat the right number of servings?

4. Does your diet seem balanced?

5. Did your meals include the right vitamins and minerals? If so, from which foods?

Reteaching/Extensions:

1. Display a balanced daily menu on one side of a transparency or chalkboard and an unbalanced menu on the other side. Generate a discussion to review the food groups and nutrition. Let the class decide which menu is balanced and why.

2. Have the students write a paper entitled "I Could Improve My Eating Habits By. . ." Remind them to give reasons to support their statements.

Resources: *Choosing Good Health,* Chapter 5
Handout #3
Transparency #5

ONE-DAY FOOD DIARY

Group	Breakfast	Lunch	Dinner	Snacks	Total
Veg./Fruit					
Bread/Cereal					
Meat					
Milk					
Water					

LESSON ASSESSMENT

1. How many servings are recommended each day from each food group?

2. Why is an energy-balanced diet important?

3. In reviewing your daily diary, did you eat the right number of servings?

4. Does your diet seem balanced?

5. Did your meals include the right vitamins and minerals? If so, from which foods?

Unit VII: Sample Lesson

Lesson Objective No. 4: Identify how foods are processed and how storage affects foods.

Mental Set: Ask students if they have ever eaten or drunk something which was stale or spoiled. Have them tell why they think that the item was spoiled. Example: Potato chips were stale because bag was left opened, or milk was sour because it was left out of the refrigerator too long.

Rationale: To help students realize that there are important reasons for preparing and treating food in a special way

Input and Modeling:

Key Concepts/Skills

1. Define *food processing* as the steps used in preparing and keeping food safe for human consumption. Some processing is done at home, but most processing is done by industry.
2. Discuss the reasons that food is processed.
    - Keeps food fresh longer
    - Shortens preparation time
3. Begin a discussion on the kinds of food processing done today. Show the students the picture on page 143 of the textbook to cite examples. Describe *additives* and *preservatives* as substances added to processed foods. Refer to pages 145-146 in the textbook. Have the students list as many different processed foods as they can while you make a cumulative list on the chalkboard.
4. Discuss with the class the storage of food. Tell the students that proper food storage helps prevent food poisoning. Proper food storage begins with reading food labels. Demonstrate with several packaged items that most labels include recommendations for food storage.
5. Use Transparency #6 and review information on food processing.

Guided Practice:

1. Generate a vocabulary list for students to record in their notebooks.

    Processing
    Additives
    Preservatives
    FDA
    Consumer

2. Have several different food labels and pictures available in class to discuss the different kinds of processing and storage. Guide the students through a discussion on these topics, making sure to cover all of the information.
3. Have the school cafeteria manager come in and speak to the class on food preparation and storage at the school.

4. View a film on food processing and discuss with the class.

5. Divide the class into small groups and allot approximately 10 min. to discuss "Thinking About" on p. 148 in the textbook.

Independent Practice

1. Have the students bring a processed food label from home to compare and contrast for processing procedure, additives, preservatives, method of storage, etc.

2. Assign students Handout #4, "Food Processing Fun" for homework.

3. Have the students research the purpose, use, and hazards of one food additive and report their findings on a one-page report to be shared with the class.

Lesson Assessment/Performance Criteria:

1. Have the students answer the following questions on notebook paper.

    a. Tell two reasons why food is processed.
    b. Give two examples of how food is processed. Name a food for each example.
    c. Give two reasons for putting additives in foods.
    d. Tell two ways proper storage can affect foods.

2. Vocabulary Quiz over current words from this lesson.

Reteaching/Extension Handout #5, "Reviewing Words and Ideas"

Resources: *Choosing Good Health*, Chapter 5, "Nutrition and You"
Activity Book 6, *Choosing Good Health*
Handouts #4 and #5
Transparency #6

FOOD PROCESSING

Advantages of Food Processing

1. Makes a large volume of food available
2. Turns some foods into edible form such as wheat
3. Prolongs shelf life of some foods such as fresh fruits and vegetables
4. Makes some foods safe to eat/drink
5. Convenience
6. Improves nutritional value sometimes

Disadvantages of Food Processing

1. Vitamins and minerals lost
2. Contains excessive amounts of salt and sugar
3. Often costs more
4. Quality of food changes; often changes color and texture

Kinds of Processing

1. Drying
2. Freeze drying
3. Canning
4. Freezing

Name ______________________

FOOD PROCESSING FUN

You know that food processing is the preparation or treatment of food in some special way. How many kinds of food processing are you familiar with? And what do you know about each kind of food processing? This three-part activity is designed to help you answer these questions.

First, look at the pictures on this page and on page 28. Each picture represents the shape of a processed food container. Decide what each processed food is by unscrambling the letters printed on the container. Write your answer on line *a*.

Next, use your knowledge of processed foods to answer the question that appears on line *b*.

Finally, write one example of that kind of processed food on line *c*. Exercise 1 already has been done for you. If necessary, you may refer to Chapter 5 in *Choosing Good Health* to help you review the types of food processing.

1. a. Name of food

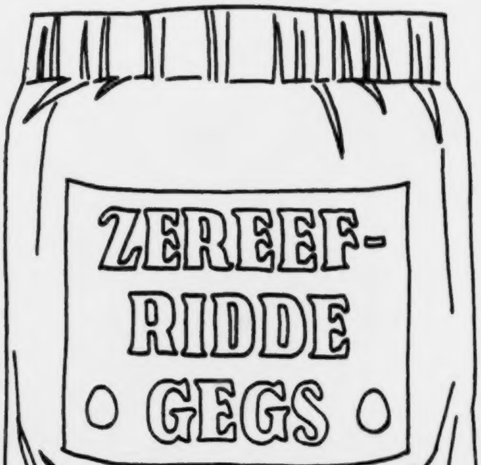
freeze-dried eggs

b. How is this food processed?

First the water is frozen very fast. While the food is still frozen, water is removed.

c. Example

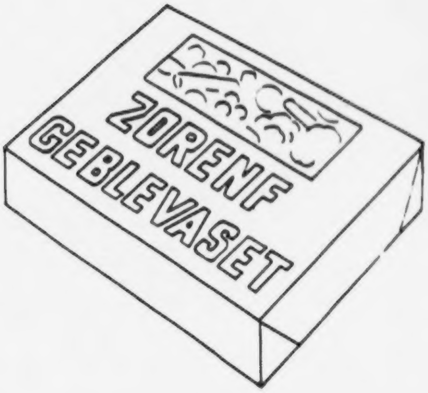
freeze-dried fruits



2. a. Name of food

   b. What is an advantage of this kind of food processing?

   c. Example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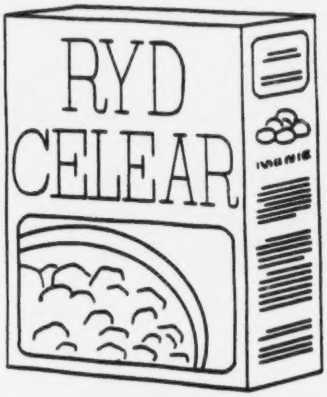
3. a. Name of food

   b. How is this food processed?

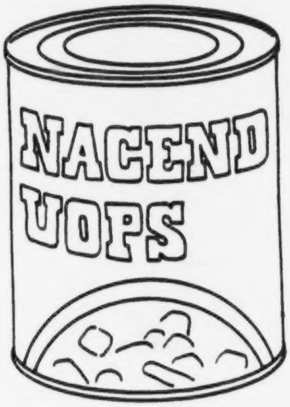
   c. Example



4. a. Name of food

   b. What is an advantage of this kind of food processing?

   c. Example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Name ____________________________________

REVIEWING WORDS AND IDEAS

Reviewing Words

Circle the term that best answers each question.

1. What is the study of different foods and how foods affect health?.

   information
   regulation
   nutrition

2. What is a carbohydrate that helps foods and wastes move through the digestive system?

   fiber
   sugar
   water

3. What is a small part of proteins?

   grain
   cell
   amino acid

4. What kind of vitamin can be stored in the body?

   fat-soluble vitamin
   water-soluble vitamin
   unsaturated vitamin

5. What is the unit used to measure the energy your body uses?

   nutrient
   calorie
   serving

6. Liquids at room temperature that include corn oil are _________.

   saturated
   nutrients
   unsaturated fats

7. A fatlike substance made naturally in the body is _________.

   saturated fat
   cholesterol
   mineral

8. What is the preparation and treatment of food in some special way that can be done at home or in factories?

   food storage
   food labeling
   food processing

9. What is added to processed foods to keep them fresh and to add taste, color, or nutrients?

   additive
   nutritional claim
   US. RDA

10. What keeps food from spoiling before use?

    coloring
    preservative
    mold

Reviewing Ideas

Read each sentence. If the sentence is true, put a ✓ in the *True* box. If the sentence is false, put a ✓ in the *False* box.

	True	False
1. Nutrients help provide energy, maintain cells, and regulate various body processes.	☐	☐
2. Fiber helps repair cells.	☐	☐
3. Only vegetable skins have fiber.	☐	☐
4. Fats provide twice as much energy as carbohydrates.	☐	☐
5. The body requires large amounts of each vitamin.	☐	☐
6. Iron is an important mineral that helps make part of the red blood cells.	☐	☐
7. A balanced diet helps the body stay healthy.	☐	☐
8. Taking in more calories than your body uses can cause you to be overweight.	☐	☐
9. Your body uses many more calories when you rest than when you run.	☐	☐
10. Any snack meets all of your nutritional needs.	☐	☐
11. You should limit the amount of sugary foods and foods containing saturated fats that you eat.	☐	☐
12. Commercial food processing takes place in factories.	☐	☐
13. Additives help shorten food preparation time.	☐	☐
14. Reading food labels can help you plan healthy meals.	☐	☐

GRADE 6 HEALTH
UNIT VIII PHYSICAL FITNESS

DRAFT

Unit/Major Objective

Relate the concept of physical fitness to a healthy body.

Essential Elements

1D,G,E,2C

Prerequisite Skills

- Be able to demonstrate an understanding of physical fitness, fatigue, aerobic and anaerobic exercise
- Be able to describe the basic functions of the cardiovascular system

Lesson (Mini) Objectives

1. Relate cardiovascular fitness to physical fitness.
2. Be able to explain why more adults are exercising today.
3. Be able to explain the relationship between physical exertion and relaxation.
4. Explain the role of exercise in controlling weight.
5. Be able to set up an individualized exercise program.

Unit VIII: Sample Lesson

Lesson Objective No. 1: Relate cardiovascular fitness to physical fitness.

Mental Set: Write on the chalkboard, "Cardiovascular fitness--just one part of physical fitness."
Tell the students that total physical fitness is the ability of the heart, blood vessels, lungs, and muscles to work their best. Say, "From this definition of total physical fitness, which part of the definition relates specifically to 'cardiovascular fitness' and how does it relate to the concept of total fitness?" Pause for answers from students. ("Cardio" refers to heart, and "vascular" refers to blood vessels. Students should relate to how the heart and blood vessels work together with the lungs and muscles.)

Rationale: To help students realize that in order to enjoy a physically fit body, they must involve **all** systems of the body in a daily exercise program--and one of the most important systems is the cardiovascular system.

Input and Modeling:

Key Concepts/Skills

Review the concept of cardiovascular fitness as the ability of the heart and blood vessels to do their work well. Remind students that the heart is a muscle that supplies oxygen carrying blood to all of the muscles of the body.

Teach students to take their heart rate by counting their heartbeats for 10 seconds and multiplying by 4. Show students how to find their pulse by placing three fingers on the large artery on the side of the neck or on the inside of the wrist.

Guided Practice:

Have students take a heart rate sitting down and record on paper. Have students march in place for 1 minute and take another heart rate and record.

Discuss the difference in the 2 heart rates and ask students to explain why the heart rate increases after exercise and write their responses on their paper.

Help students to understand that the sooner their hearts return to the sitting heart rate, the more fit is their heart or cardiovascular system.

Independent Practice: Read pp. 155-157, *Choosing Good Health*. Use Transparency #1 to review the terms cardiovascular fitness, flexibility, muscular strength, muscular endurance, reaction time, power, balance, speed, coordination, and agility. Ask students to write these words and their definitions in their notebooks.

Lesson Assessment/Performance Criteria: Have students turn in written answers to the following questions. (Transparency #2)

1. Can a person be physically fit without having cardiovascular fitness? Explain.

Unit VIII Lesson Objective 1 (continued)

2. John and Steve both marched in place for one minute. Their heart rates were then checked, and John's heart rate was found to be faster that Steve's. Therefore, Steve is more fit than John.

   Is this conclusion valid? Explain why or why not?

Reteaching/Extensions:
Invite an athletic trainer or a track coach to the classroom to discuss how athletes are trained to improve their cardiovascular fitness.

Resources: *Choosing Good Health*, pp.155,157
Transparencies #1 and #2

Terminology

1. Cardiovascular fitness
2. Flexibility
3. Muscular strength
4. Muscular endurance
5. Reaction time
6. Power
7. Balance
8. Speed
9. Coordination
10. Agility

Lesson Assessment

1. Can a person be physically fit without having cardiovascular fitness? Explain.

2. John and Steve both marched in place for one minute. Their heart rates were then checked, and John's heart rate was found to be faster than Steve's. Therefore, Steve is more fit than John.

   Is this conclusion valid? Explain why or why not?

Unit VIII: Sample Lesson

Lesson Objective No. 2: Explain why more adults are exercising today.

Mental Set: Write on the chalkboard, "Proper exercise throughout life can help you remain active during later years." Then ask the students to think of various things in their neighborhood that would indicate to them that older adults are exercising. For example, older couples walking their pets, playing with small children, bowling in leagues, attending church socials, etc Allow time for sharing of responses.

Rationale: To encourage students to establish a physically active lifestyle as a young adult so that it will be easier for them to continue the lifestyle throughout life.

Input and Modeling:

Key Concepts/Skills

Introduce the lesson content with a mini-lecture on the necessity of being physically active. Use the following information as background.

Being physically active is as natural and necessary as eating and sleeping. The need for exercise is not new. Many years ago, most people had to use physical labor in their daily lives. Today, much of this work is done by machines. But the body still needs exercise.

Being fit makes it easier to carry out one's every day activities. A fit person has energy to study long hours, play in a band, or perhaps meet the demands of a part-time job after school. In addition, the physically fit person can enjoy many activities such as swimming, biking, and canoeing with friends and family. Physically fit people look good, stay at a healthy weight, and feel better about themselves. Each person needs to set personal fitness goals and make exercise a regular part of their lives.

There are several reasons why more adults are exercising today. One reason may be because they failed to exercise as an adolescent and are trying to "make up for lost time." This is difficult and sometimes impossible to do since an older body is more susceptible to fatigue and injury. The older a person becomes, the longer it usually takes to become physically fit.

Another reason why more adults may be exercising today is for relaxation. The emotional and mental stresses of today's world give little opportunity for mental or social relaxation. Therefore, physical activity can provide an outlet for such fatigue. The relationship of physical activity to relaxation will be discussed in a future lesson.

There are some adults who use exercise as a preparation to enter athletic events, as an opportunity to be involved with a group such as a health club, or as a means to improve their self-concept.

In summary, more adults are exercising today because of the health benefits as well as to look and feel good, to control body fat, and to have fun.

Guided Practice: Divide students into groups. Have each group brainstorm various ways that their parents and other adult acquaintances exercise. Instruct each group to select a recorder to list the forms of exercise on a sheet of newsprint. Then, have students brainstorm as to why these adults exercise. Have each recorder write the answers on another sheet of newsprint. Groups should take turns sharing their lists by displaying or holding the newsprint in front of the class. As the groups complete their presentations, point out to the students that children whose parents exercise and are physically fit are more likely to follow their example and to develop exercise habits that can last a lifetime.

Independent Practice: Have students prepare a sheet of newsprint or notebook paper by first titling the paper "Exercise," then drawing a line down the center of the paper to make two columns headed "What," and "Why."

Tell students to select a parent or other adult to interview regarding the types of physical exercise the adult does and why. Have students present their lists to the class the next day. After the presentations, emphasize to the students that different people may exercise differently and have different reasons for doing so. The important thing to remember is that personal goals, however unique to each individual, can all result in the same outcomes--in this case, a more physically fit body.

Lesson Assessment/Performance Criteria: Have students write a paragraph explaining why more adults are exercising today.

Reteaching/Extensions: Invite a medical doctor or a fitness expert to talk to the class about the number of adult patients or clients that they see daily who do not exercise regularly. Ask the speaker to describe some of the health problems that these people have because of lack of exercise and the kinds of exercises that are recommended to help the patients or clients become more physically fit.

Resources: *Choosing Good Health*, Chapter 6

Unit VIII: Sample Lesson

Lesson Objective No. 3: Explain the relationship between physical exertion and relaxation.

Mental Set: Ask students how many have said or heard someone else say something similar to "I'm so angry and upset, I need to calm down and relax, so I think I'll go jog around the block or shoot some baskets."

Ask students how physical activity can help a person relax. Discuss their responses.

Rationale: To help students realize that one of the best ways to handle stress and to relax is to exert some physical energy by exercising.

Input and Modeling:

Key Concepts/Skills

Define "physical exertion" as a strenuous effort toward physical exercise. Define "relaxation" as the process of becoming less tense. Remind students that the physically fit person who has a healthy body is able to carry out daily activities much easier than an unhealthy person.

Physically active people are less likely to have to make a concentrated effort to relax because exercise is a natural part of their lifestyles.

Point out that although engaging in sports or strenuous exercise for fun can be relaxing, feelings of stress can be increased if a person becomes too anxious about competing or too intense in carrying out an exercise program.

Cite an example, such as the following, of using physical exertion to relax.

> Mary came home from school after having an argument with her best friend. She tried to take her mind off the matter, but the more she thought about it the more upset she became. She decided to go down to the YMCA and work out with an aerobics class. She exercised strenuously for two hours, while at the same time enjoying the music and the socializing with others that she knew. By the time she got home, she was physically tired but relaxed.

Guided Practice: Have students list on paper the physical activities that they enjoy participating in the most. Discuss with the class the activities named and ask students to tell why they enjoy an activity, and how the activity makes them feel.

Ask, "Do you sometimes exercise to relax? To have fun? To enjoy the company of friends? To be alone and think? To control your weight and feel confident in yourself?"

Point out that when the heart is strong and "in shape," it can relax and not have to work as hard during normal activities and during sleep. Thus, the heart will last longer.

Unit VIII Lesson Objective 3 (continued)

Independent Practice: Have the students compare their resting and working pulse rate by having a "mini-workout."

Divide the class into groups and set up some low-key physical activities such as Chinese jump rope, Hop Scotch, jacks, etc. Allow 5 minutes at the end of class for students to sit down. Have them take a heart rate and write on paper how they felt during and after the activity. Have students share their responses.

Lesson Assessment/Performance Criteria: Have students answer in their notebooks the questions on Transparency #3.

Reteaching/Extensions: Have students keep a log in their notebooks for one week. On one page, they should record things that upset them or make them tense during that week. On another page, the students should record what they did to calm themselves down. The calming activity must be some type of physical exercise which they enjoy. If they wish to do so, they may share their logs with the class at the end of the week.

Resources: *Choosing Good Health*, pp. 34-35
Transparency #3

Physical Exertion and Relaxation

1. How can physical exertion help some people to relax and cause others to become more tense?

2. Read the two situations below and answer the question that follows.

   a. Bob and Jim are two star athletes in their school and both love to run. Jim beats Bob, and Bob is angry about losing. Bob knows if he beats Jim he will feel better and be able to relax when he goes home. So Bob challenges Jim to another race.

   b. Sue is nervous because she has to present a speech in class the next day. She knows that she is fully prepared and doesn't need to spend any more time on the speech, but she can't relax. Sue has poor ball-handling skills and she thinks of herself as clumsy, but she loves to play basketball with her little brother. So, she decides to challenge him to a game or two.

   Who do you think has made the best decision about choosing an activity to help him/her relax--Bob, the star athlete who wants to beat his opponent, or Sue, who wants to enjoy playing a game with her brother? Explain your answer in terms of this lesson's objective.

Unit VIII: Sample Lesson

Lesson Objective No. 4: Explain the role of exercise in controlling weight.

Mental Set: Write the terms "overweight" and "overfat" on the chalkboard. Encourage the students to express their opinions regarding the meanings of these two terms. Tell the students that this lesson focuses on how a person who exercises regularly may be overweight and still be physically fit.

Rationale: To help students realize the importance of maintaining the proper balance between the amount of food they eat and the amount of exercise they get when attempting to control their body weight.

Input and Modeling:

Key Concepts/Skills

Review with the students the concept that the body uses food for energy. Remind them that the body uses as much food energy as it needs, then stores the leftover food as fat.

Review the vocabulary word "calorie" and discuss how many calories (about 3500) it takes to gain a pound. Point out that some foods are low in calories but high in nutrients, while other foods (mostly processed foods such as cake, cola, chips, etc.) are high in calories and sugar but low in nutrients. Refer to the calorie chart on p. 166 in *Choosing Good Health.*

Ask students to record everything that they ate or drank the preceding day, label each food or drink as low calorie or high calorie, and list the approximate calorie content of each. Present Transparency #4 as an example.

Have students write all of the types of physical activity they had that day. Refer them to the chart on p. 168 in the textbook for an estimate of how many calories they burned in their physical activity.

Discuss the concept of increasing the amount of exercise or physical activity and eating high nutrient, low calorie foods to reduce body fat. Point out the difference between the weight of fat and muscle. A person may be overweight according to a typical height-weight chart because he or she has well-developed muscles. On the other hand, a person whose weight falls within the normal range on the same chart may have poor muscle tone and a high percent of body fat.

Emphasize to the students the following concept: When you get enough exercise to use the food you eat, your weight stays about the same. If you increase your exercise without changing food intake, your body will use stored food, or fat, and you will lose weight. If you decrease exercise without changing food intake, your body stores more food as fat, and you will gain weight.

Guided Practice:

Divide students into small groups and have them exchange papers on which they listed their food intake and physical activities. Ask the students to study their classmates' papers and cross out the foods that they think are not healthy. Have them discuss with each other why they think that these particular foods are unhealthy. Ask the groups to compile a list of foods and activities from

Unit VIII Lesson Objective 4 (continued)

the group members' lists which help to promote health and fitness. Then have each group present its list to the class. Encourage full participation and discussion.

Independent Practice: Have students read pp. 165-169 in *Choosing Good Health*, and complete the activity, "Fitness and Fatness Facts," Handout #1.

Lesson Assessment/Performance Criteria: Answer the questions from Transparency #5 on a sheet of paper.

Reteaching/Extensions:
Have students make a poster illustrating a sample one-day intake of food and a list of exercises or physical activity showing a proper balance between the two. Emphasize that this balance will prevent weight gain or weight loss, thus permitting an individual to maintain ideal weight.

Resources: *Choosing Good Health*,, pp.165,169
Handout #1
Transparencies #4 and #5

Low and High Calorie Foods

Low	Calories	High	Calories
Skim milk	85	Fruit cocktail	225
Whole wheat bread	56	Lasagna	280
Boiled egg	80	Roasted Peanuts	420
Baked potatoes	100	Broiled Veal Cutlet	184
Grapes	65		

Fitness and Fatness Facts

This is a type of crossword puzzle about physical fitness and body fatness. Determine what the missing word is in each clue. Then print the word in the correct squares in the puzzle. The first letter of each word has been provided for you.

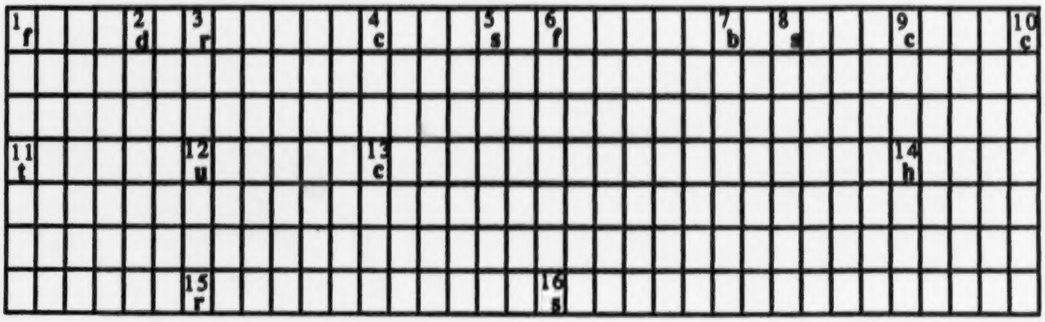
Across

3. Skinfolds can be measured at the back of the upper _______ arm.
4. Body fat _______ are grouped together as body fat tissue.
7. The amount of energy the body needs to exist and function at rest is called _______ metabolism.
11. It is recommended that a person participate in physical activity at least _______ times a week.
12. One method of measuring body fatness is to weigh a person _______ the water.
13. One way to keep track of the number of calories you use each day is to _______ the number of calories your diet provides.
14. Cardiovascular diseases are diseases of the _______ and blood vessels.
15. A balanced diet is especially important during periods of _______ growth.
16. Body fat under the skin helps give the body _______.

Down

1. It is estimated that in _______ minutes a sixty-five pound person can use thirty-eight calories playing badminton.
2. People who are overfat have a greater chance of developing the cardiovascular _______ called hypertension.
3. Getting _______ physical activity is the key to becoming physically fit.
4. Preparation for physical activity may include getting a _______ from a physician.
5. Ice _______ is a winter sport that can help a person use calories.
6. Body _______ is the amount of a person's weight that is body fat.

8. Body fat is used to store fat-_______ vitamins.
9. Body fat protects organs by providing a _______ for them.
10. Eating the right kind of diet is one way a person can _______ body fatness.



Now that you have completed the puzzle, carefully examine the squares containing letters. These squares form six letters. What word is formed by these six letters? (If you have difficulty recognizing the word, lightly shade in the squares containing letters.)

Fitness and Exercise

Answer the following questions:

1. How does exercise keep fat from building up in your body?

2. If a friend asks you what is the best method for losing weight, what would you tell him/her?

3. What adjustments can you make in your personal food intake and physical activity to better control your weight?

Unit VIII: Sample Lesson

Lesson Objective No. 5: Be able to set up an individualized exercise program.

Mental Set: Say to the class, "During the past few lessons we have learned what it takes to be a physically fit person with a healthy body. Today you will think of yourselves as unique individuals who can improve your own level of fitness by setting up a personalized exercise program to fit your own special needs. Now--how are you going to do that? Let's find out."

Rationale: To encourage students to maintain a healthy lifestyle that will carry them through life.

Input and Modeling:

Key Concepts/Skills

Define "overload" (p. 176 in *Choosing Good Health*) and have students add it to their vocabulary list in their notebooks. Prepare students to design their own exercise program by discussing with them the importance of warming-up, safety, and realizing the changes that the body must go throught to get in shape. Discuss the principle of overloading and explain that the exercise must be at least 30 minutes in duration and 3 to 4 times a week.

Tell students that before they can design their own programs they must consider their own fitness level. For example, if a student chooses to start a jogging program, he/she may have to start by jogging and walking alternately for a week or two to give the body time to adjust. Persons who choose to bicycle will have to start with short distances and work up to longer distances.

Give the student Handout #2, "Your Workout Plan," and discuss each item.

Guided Practice:

Allow students to choose a partner to help them design their own exercise program. The program should be planned for four weeks and should begin at the student's own level and progress slowly. Each student should set a goal to reach at the end of the four weeks.

Independent Practice: Have the students take their workout plans home and do their first workout as a practice run to see if their plans work. They will record the results of their workout, and then they will share this information with their partners at the next class. The students will continue to do this after each workout period for four weeks. Encourage partners to work out together if it is possible to do so. Working out together can provide additional motivation.

Lesson Assessment/Performance Criteria: At the end of each week of the four-week period, have students show you their workout plans which should include the progress that they have made on their selected exercises. At the completion of the four weeks, evaluate the students' performance on their workouts by having them answer in writing questions presented on Transparency #6.

Reteaching/Extensions:

1. Have two or three students who are proud of their accomplishments and who designed model exercise programs make a presentation as a group or separately. The presentation may include student-made transparencies, charts, or other visual aids. Also encourage student to present their mistakes as well as their accomplishments when they began their programs.

2. Have students complete Handout #3, "Reviewing Words and Ideas," and turn in to be graded.

3. As a unit review, have students read the "Chapter Summary," on p. 180 in their textbook. Check for comprehension by having them complete the activities on pp. 180-181. Refer to Handout #4.

Resources: *Choosing Good Health*, pp. 172-178, 180-181
Handouts #2-#4
Transparency #6

Your Workout Plan

I. Preparation
  A. Consider health precautions
    1. Overweight or underweight
    2. Special medical problems
  B. Ensure safety with sufficient rest every day, whether you work out or not.

II. Workout Stages
  A. Warm-up: Increasing circulation to the muscles through slow, fluid motions (5-10 minutes)
    1. Avoids unnecessary injuries and muscle soreness
    2. Builds up heart rate gradually
    3. Raises muscle temperature
    4. Stretches muscles and tendons
  B. Conditioning: Exercising to develop cardiorespiratory endurance or muscular strength (20-30 minutes)
    Paces activity to your average heart rate
  C. Cool-down: A tapering-off period after the main workout (5 minutes)
    1. Allows slow muscle contractions to pump blood from your limbs back to your heart
    2. Keeps body moving until breathing and heart rate return to near normal

III. Workout Choices
  Depends on several considerations
    1. Fitness goals
    2. Present physical condition
    3. Available facilities
    4. Activities in which friends are engaged
    5. Activities you enjoy
    6. Cost of equipment

IV. Sensible Planning
  A. Muscle soreness should be minimal and last only a day.
  B. Where to exercise
    1. Indoors - community centers, schools, health clubs, at home, etc.
    2. Outdoors - consider safety
      a. Avoid isolated areas
      b. Have friends join you
  C. When to exercise
    1. Consider weather conditions
    2. Allow at least two hours after eating
  D. Clothing and equipment
    Dress for comfort and safety

Workout Plan Evaluation

Answer the following questions:

1. Has your resting heart rate decreased? If so, by how much?
2. Did you start your workouts too fast? Too slowly? Explain in terms of soreness.
3. Did you enjoy working out or did you find it boring? Explain.
4. How do you feel that you have benefitted from designing your own exercise program?
5. Do you plan to continue your exercise program? If so, do you plan to make any changes? What changes?

Reviewing Words and Ideas

Reviewing Words

Write the letter of the description on the line next to the term it matches best.

__ 1. body fatness

__ 2. basal metabolism

__ 3. overfat

__ 4. hypertension

__ 5. overload

__ 6. skills fitness

__ 7. health fitness

__ 8. lean

a. helps you perform certain physical actions easily and well

b. not having too much body fat

c. amount of a person's weight that is body fat

d. doing more than the normal amount of exercise in order to improve fitness

e. helps you stay free from disease

f. amount of energy the body needs to exist and function at rest

g. having too much body fat

h. cardiovascular disease also known as high blood pressure

Reviewing Ideas

Main ideas from Chapter 6 are listed below. Some of the main ideas are missing. These missing ideas are in mixed order at the bottom of the page. Decide where they fit. Write them in the blanks provided.

I. Body fatness is the amount of a person's weight that is body fat.
   A. The body stores energy it cannot use right away as body fat.
   B. The body uses body fat in many ways.
      1. Body fat is used to store fat-soluble vitamins.
      2. Body fat helps give the body shape.

      3. ______________________________

      4. Body fat helps hold in body heat.

      5. ______________________________

II. Body fatness generally can be controlled.
   A. ______________________________
   B. Heredity and basal metabolism are two factors related to body fatness that cannot be controlled.
   C. People can control body fatness.
      1. ______________________________
      2. People can help control body fatness by exercising.

III. Physical activity uses calories.
   A. You should think carefully before choosing physical activities.
   B. You should prepare before starting a new activity.
      1. Get a checkup from a physician.
      2. Obtain the proper equipment for the activity.

      3. ______________________________

      4. Learn the activity's safety rules.

Missing Main Ideas

People can help control body fatness by eating a proper diet.
Learn the new skills involved in the activity.
Body fat helps protect the body against injuries.
Controlling body fatness can benefit health.
Body fat is a source of stored energy.

Unit VIII, Lesson 5 **Handout 4**

PHYSICAL FITNESS
REVIEW

Choose the *best* answer.

1. The amount of a person's weight that is body fat is _______.
   a. body fatness b. basically c. overload

2. _______ is the amount of energy the body needs to exist and function at rest.
   a. Hypertension b. Basal metabolism c. Enjoy

3. _______ is used to describe a person with too much body fat.
   a. Actively b. Overweight c. Overfat

4. The most common cardiovascular disease is _______.
   a. equals b. hypertension c. basal metabolism

5. Which is NOT true of body fat:
   a. stores certain vitamins
   b. protects the body from injury
   c. helps keep the body warm
   d. increases physical activity

6. The energy the body uses is measured in units called _______.
   a. cells
   b. metabolisms
   c. calories
   d. folds

7. A person who weighs more than most people of the same age, sex, and height is _______.
   a. overfat
   b. overweight
   c. the right weight
   d. too lean

8. Body fatness can be measured by _______.
   a. a scale
   b. skinfold measurement
   c. blood pressure
   d. basal metabolism

9. Which is NOT a benefit of controlling body fatness?
   - a. reduces the chance of developing hypertension
   - b. makes taking part in physical activity easier
   - c. helps a person look good
   - d. lowers basal metabolism

10. Which is an example of an unhealthy diet?
   - a. eating lower-calorie foods
   - b. eating only a very few foods
   - c. eating less than usual
   - d. eating a balanced diet

11. Which food provides the fewest calories?
   - a. one cup ice cream
   - b. one ounce chocolate candy
   - c. one medium apple
   - d. one cupcake with icing

12. Which activity uses the most calories?
   - a. jogging
   - b. archery
   - c. walking
   - d. sitting

13. To help prevent injuries during physical activity, ________.
   - a. follow the safety rules
   - b. never take lessons
   - c. try to do as much as you can at first
   - d. try new activities by yourself

14. At least how much time do you need to spend doing physical activity to become fit?
   - a. twenty minutes every day
   - b. one hour once a week
   - c. thirty minutes four days a week
   - d. fifteen minutes three days a week

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/ or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH

UNIT IX SAFETY AND FIRST AID

Unit/Major Objective	Essential Elements
Demonstrate an understanding of responsible behavior regarding the prevention of accidents and the care of injuries.	1H 2D

Prerequisite Skills

- Be able to classify accidents according to types
- Be able to identify proper first-aid treatments for minor injuries and illnesses
- Be able to identify some symptoms of life-threatening situations

Lesson (Mini) Objectives

1. Identify ways to prevent unnecessary accidents at home and school.
2. Identify traffic safety practices related to travel to and from school (bicycle, auto, walking).
3. Demonstrate basic first-aid techniques for common injuries and illnesses.

Unit IX: Sample Lesson

Lesson Objective No. 1: Identify ways to prevent unnecessary accidents at home and school.

Mental Set: Have students relate an accident that occurred at home or at school, the probable cause, and one way the accident could have been avoided.

Rationale: To become increasingly aware of needed safety precautions at home and school, thus creating a safer living and learning environment.

Input and Modeling:

Key Concepts/Skills

1. Explain to students that the basic cause of many accidents is unnecessary risk (imitation of others, taking a dare, carelessness, and overconfidence).
2. Review ways to avoid unnecessary risks (caution, area of limitation, control emotions).
3. Have students demonstrate several ways to avoid unnecessary accidents.

   Ex. Storing tools properly

4. Assign textbook readings, "What Causes Accidents," pp. 100-103 and "Preventing Accidents," pp. 104-109.

Guided Practice: Using the textbook, lead students in a discussion of some ways to prevent accidents and have the students take notes in their notebooks.

Independent Practice: Have students write "safety prescriptions" by reading and completing Handouts #1-#2.

Lesson Assessment/Performance Criteria: Have each student write five potential home/school hazards and a preventive measure for each.

Reteaching/Extensions: Have students make safety posters depicting preventive measures for various kinds of accidents such as falls, poisons, and fires and burns in the type of accidents pictured.

Resources: *Choosing Good Health*, pages 99-109
Handouts #1-#2

Handout #1

Name ______________________________

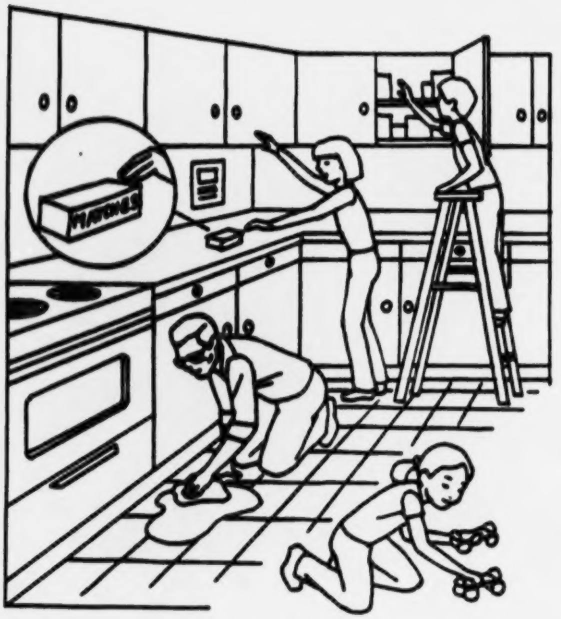
SAFETY PRESCRIPTIONS

Look at the picture below and identify the ways people are preventing accidents by acting safely. Then write a safety "prescription" for the picture.

You probably know about prescriptions that physicians write. This kind of prescription tells how a medicine should be prepared and used. You are going to write a prescription that tells how to act safely.

Write your prescription as if you are giving someone directions. For example, you might write on your home safety prescription form, "Wipe up spills right away." This sentence tells someone exactly what to do to act safely in the home.

Write two or more sentences that give direction for how to act safely. Use the prescription forms provided. Then share your safety prescriptions with your family. The directions you've written can help them learn how to act safely in the home.



Dr. I. M. Safe
100 Prevention Dr.
Hometown, U.S.A. 00000

Home Safety Prescriptions

____
Your Signature

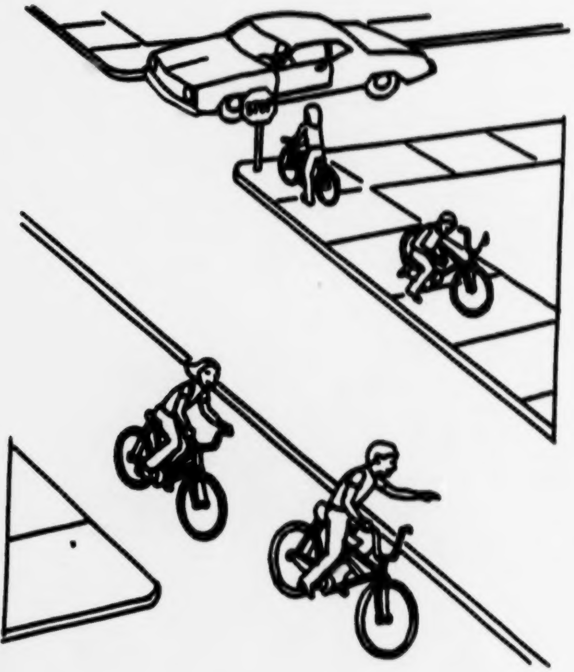
Handout #2

Name ______________________________

SAFETY PRESCRIPTIONS

Identify the ways people in the picture are preventing accidents by acting safely. Then write a "safety prescription."

Write two or more sentences that give directions for how to act safely. Use the prescription forms provided. Then share your safety prescriptions with your friends. The directions you've written can help them learn how to act safely when bicycling.



Dr. I. M. Safe
100 Prevention Dr.
Hometown, U.S.A. 00000

Bicycle Safety Prescriptions

____
Your Signature

Unit IX: Sample Lesson Plan

Lesson Objective No. 2: Identify traffic safety practices related to travel to and from school (bicycle, automobile, walking).

Mental Set: Have students write on the chalkboard a safety rule under one of the following categories.

Bicycle *Automobile* *Walking*

Rationale: To encourage students to practice safety rules when walking, riding a bicycle, and riding in an automobile in various kinds of weather while traveling to and from school.

Input and Modeling:

Key Concepts/Skills

1. Explain the traffic laws, signals, and signs for automobiles, bicycles, and pedestrians. Remind students that each of them is responsible for knowing and obeying traffic laws whether they are in an automobile, riding a bicycle, or walking.

2. Review bicycle equipment and automobile safety equipment.

Guided Practice:

1. Have students list conditions which affect traffic safety to and from school. (fog, snow, rain)

2. Assign students to small groups and instruct them to share their safety lists, adding to or deleting as necessary.

Lesson Assessment/Performance Criteria: Have students make and label a small sign for each of the following modes of transportation: automobile, bicycle, and walking.

Read a safety practice or rule and instruct students to indicate by holding up the appropriate sign whether the safety practice applies to bicycling, automobile travel, or walking.

Reteaching/Extensions: Ask a policeman to speak to the class about the laws relating to traffic safety, specifically those pertaining to pedestrians and bicyclists.

Resources: *Choosing Good Health*, pages 104-109.

Unit IX: Sample Lesson

Lesson Objective No. 3: Demonstrate basic first-aid techniques for common injuries and illnesses.

Mental Set: Allow each student to write and share his/her definition of first aid. Incorporate their definitions to form a composite similar to the following.

> *First aid* is the immediate care given to a person who has been injured or suddenly become ill. It includes self-help and home care if medical assistance is not available or is delayed. It may also include well-selected words of encouragement, evidence of willingness to help, and promotion of confidence by demonstration of competence.

Rationale: To help students realize the importance of providing proper care and treatment to a victim of a common injury or sudden illness.

Input and Modeling:

Key Concepts/Skills

1. Explain the reasons for first aid. (Transparency #1)

2. Discuss the value of first aid. (Transparency #2)

3. Emphasize the importance of the first two decisions which someone has to make before giving first aid:
   1) Decide whether you can help the person, and
   2) Decide what kind of first aid the victim needs.

To provide further input and information, refer to pp. 116-121 in the textbook and discuss first aid for stopped breathing, severe bleeding, poisonings, and burns. As each injury or illness is discussed, select a student to act as the patient while you demonstrate the proper technique for first aid.

Guided Practice:

1. Use Transparency #3, "Artificial Respiration," for discussion and explanation of when and how to use artificial respiration.

2. Have pairs of students demonstrate with each other the proper technique for giving artificial respiration. Place mats on the floor if the floor is not carpeted. If manikins are not available, have students pretend to force air into the victim's mouth.

3. Once students have practiced artificial respiration, demonstrate administering CPR. If manikins are not available for this practice, do *not* have students demonstrate. Instead, show the film on CPR from the American Red Cross or the American Heart Association. Refer to Teacher Supplement #1.

4. Have pairs of students practice first aid for choking. *Simulate* the back blows and abdominal thrusts. Emphasize to students that improper application of first-aid techniques during practice could cause injury.

5. Using the diagram in the textbook on p. 119, have some students volunteer to demonstrate the correct pressure points on the body for controlling bleeding which cannot be controlled by direct pressure on the wound.

Independent Practice:

1. Distribute Handout #3, "Acting in Emergencies." Have students complete the worksheet and discuss their answers as a class.

2. Have students write in their notebooks the first-aid procedures for poisoning. They may refer to their textbook on pp. 119-121.

3. Using the textbook, have the students write in their notebooks the characteristics of first-, second-, and third- degree burns.

4. Have students make a list of items which are needed to make up a first-aid kit for home. Use Handout #4. The intent of this activity is to provide family members with an opportunity to work together on a health-related theme. Inform your pupils that none of the information gathered as a result of this activity will be shared in class.

Lesson Assessment/Performance Criteria:

1. Require each student to demonstrate on a manikin the proper steps in administering artificial respiration. Make a checklist showing the steps as outlined in the textbook on page 117 and to use as criteria for student assessment.

2. Have students answer the following questions in writing.
   a. What are three questions that can help you decide what kind of first aid to give first?
   b. If you are not trained in first aid, should you give it anyway? Why?

Reteaching/Extensions:

1. Have a Red Cross or American Heart Association volunteer present a mini-lecture on the value of administering first aid properly.

2. Extend the lesson on wounds by discussing additional information on the various types of wounds. (Handout #5) Show pictures of wounds and have students identify them by type. Discuss the first-aid procedures for treating all open wounds.

Resources: *Choosing Good Health*, pages 116-121
Handouts #3-#5
Transparencies #1-#3
Teacher Supplement #1

REASONS FOR FIRST AID

A. First-aid knowledge and skill often mean the difference between

   1. Life and death

   2. Temporary and permanent disability

   3. Rapid recovery and long hospitalization

B. First-aid training is needed because

   1. Accidents are the leading cause of death in persons from age 1 to age 38.

   2. Motor vehicle accidents account for approximately half of all accidental deaths.

   3. The concept of massive numbers of casualties has become a reality with the advent of the nuclear age.

   4. The growing population and expanding health needs have not been balanced by a proportional increase in numbers of doctors, nurses, and allied health workers.

   5. The limitation of *time* in case of an accident or sudden illness may be so critical in terms of *minutes* or even *seconds* that only a person with first-aid knowledge and skills who is on hand has any opportunity of preventing a fatal outcome.

VALUE OF FIRST AID

1. Preventing and caring for accidental injury or sudden illness

2. Caring for persons in a natural disaster or other catastrophe

3. Equipping individuals to deal with the whole situation, the person, and the injury

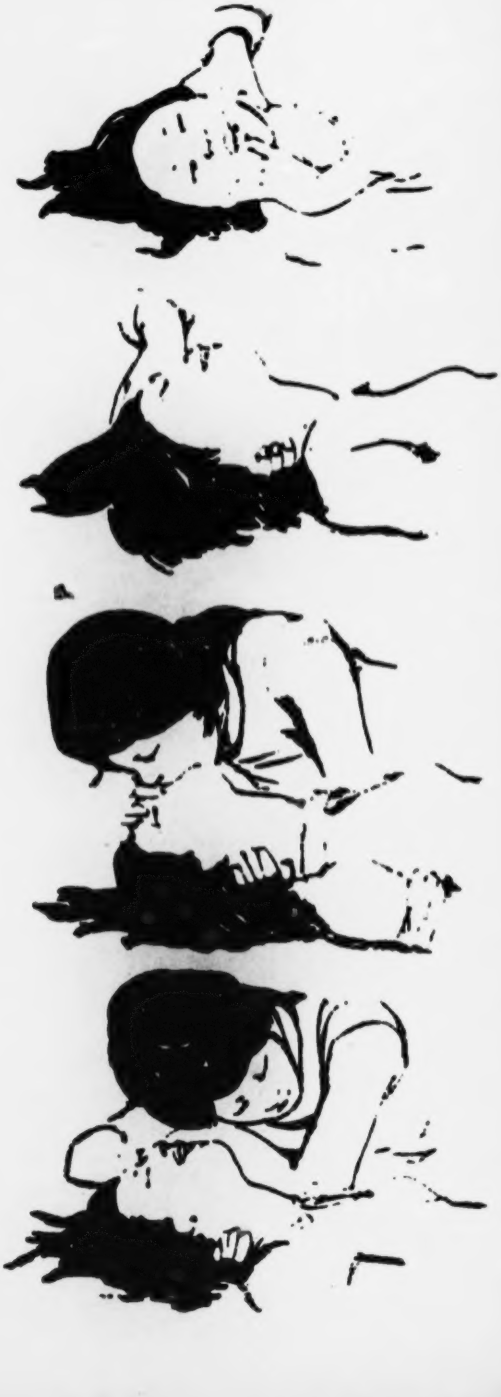
4. Distinguishing between what to do and what not to do

ARTIFICIAL RESPIRATION

First aid for stopped breathing includes *artificial respiration.* Artificial respiration is a method of forcing air in and out of the lungs. Giving artificial respiration involves the steps below.

1. Place the victim on his or her back. Turn the head to one side. Remove any material, such as food, from the mouth.
2. Place one hand under the victim's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.
3. Pinch the nostrils closed to keep air from escaping.
4. Seal your mouth tightly over the victim's mouth and blow.
5. Watch the victim's chest. When you see it rise, listen for air coming back up the air passage.
6. Repeat steps 3, 4, and 5 until help arrives.

A process called cardiopulmonary resuscitation (CPR) is used when a person's breathing and heartbeat stop. CPR combines artificial respiration and artificial heartbeat.



Handout #3

Name ______________________________

ACTING IN EMERGENCIES

Statements about how to act in emergencies appear on this page and on the other side of this page. If you think a statement is true, circle the *T*. If you think a statement is false, circle the *F*. When you have completed all of the statements, shade in the grid squares with a true statement's number on them. For example, if you think statement 1 is true, circle the *T* and shade in all the grid squares with 1 printed on them. Do not shade in any grid squares with a false statement's number on them.

1. The most important thing to do in an emergency is to stay calm. T F
2. When one person panics in an emergency, others tend to remain calm. T F
3. Always go for help yourself in an emergency. T F
4. It's a good idea to keep emergency telephone numbers near your telephone. T F
5. If you don't know a number you need in an emergency, look it up in the telephone book. T F
6. When calling for help, answer questions slowly and clearly. T F
7. In an emergency, try to do only what you are trained to do. T F
8. Always move an injured person away from the scene of an accident. T F
9. If the school fire alarm rings, you should stay calm and walk out of the building silently. T F
10. During a school fire drill, you should go home as soon as you get outside. T F
11. To be prepared for fires at home, your family should have a planned fire escape route. T F
12. If grease in a frying pan catches fire, pour water on it. T F
13. Never go back into a burning building. T F

14. Do not open an inside door that is hot because the fire may be nearby. T F
15. Use elevators to escape a fire in a tall building. T F
16. If you are in a smoky room, stand up to get fresh air. T F
17. If someone's hair or clothing catches fire, tell the person to run quickly to put out the fire. T F
18. If you are alone and catch on fire, you should stop, drop, and roll on the ground to put out the fire. T F
19. If you see someone struggling in the water and a lifeguard is nearby, get him or her for help. T F
20. Try a nonswimming rescue when someone is in trouble in the water. T F
21. As long as you can swim, it's a good idea to jump into the water to rescue a person. T F
22. If you are in a boat that turns over, hold onto the boat until help arrives. T F
23. Always try to swim to shore if you become separated from the boat during a boating emergency. T F
24. People who become separated from the boat and who are poor swimmers should float in their personal flotation device until help arrives. T F

If you have answered all the questions correctly, the squares shaded in will form two words. What do the words spell? ____________________________

2	10	15	3	21	12	16	23	5	12	16	3	17	15	2	21	5	8	21	10	12	15	8	3	23	10	16	15	3	17	2	23	3
5	12	21	5	17	23	8	21	17	1	9	23	8	22	19	9	10	2	15	21	23	17	21	10	15	17	2	5	12	21	15	8	12
16	23	16	8	2	10	5	12	2	24	2	6	10	6	8	16	3	23	12	2	5	8	15	3	5	23	3	16	17	2	5	17	10
3	10	8	15	23	5	16	17	23	11	4	21	15	20	5	8	2	17	8	16	10	16	17	21	12	5	15	17	8	23	16	23	12
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2	24	5	4	17	22	8	6	3	11	5	2	10	22	15	1	8	24	8	1	23	1	8	1	10	24	12	10	21	1	3	6	10
16	18	20	12	8	18	1	10	16	22	8	3	21	13	6	23	15	7	9	24	21	11	13	5	17	6	3	2	5	20	23	24	12
21	22	10	17	10	24	5	20	15	9	1	17	21	19	8	16	5	20	3	19	2	9	15	4	12	18	4	15	8	14	5	4	16
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12	14	3	16	12	22	16	4	21	6	19	13	12	9	8	21	15	22	23	11	12	24	8	13	23	19	14	20	23	18	9	10	21
5	17	15	21	5	10	23	2	8	10	2	23	8	15	10	3	2	12	16	21	8	16	5	3	12	15	5	21	10	17	12	8	16

Handout #4

Name ______________________________

FAMILY FIRST-AID SUPPLIES

Nearly one-fourth of all accidental deaths happen in the home. Many of the accidents that happen in the home hurt people badly. Every family should be prepared to give first aid if an accident should happen. Being sure your family has first-aid supplies is one way to be prepared.

Steps to Follow

1. Look in your medicine chest and in other places around your home for first-aid supplies. Make a list of all the supplies you find.

2. Check your list of supplies against those listed on the next page.

3. Make a list of the first-aid supplies that you should have but could not find in your home.

4. List the telephone numbers that you would need in an emergency. You should list the telephone numbers of a doctor, the fire department, the police department, and an ambulance. You should also list the number of a poison-control center. Record how long it took you to find these numbers.

Follow-Up

1. Show your lists of first-aid supplies to your family. Discuss the following questions with your family: What kinds of first aid does your family have supplies for? What kinds does your family not have supplies for? Which other supplies, if any, should your family buy? Why should your family buy these supplies?

2. Tell your family about any problems you had in finding the emergency telephone numbers. Then place a list of these numbers where each member of the family can find them quickly and easily.

A HOME FIRST-AID KIT

A home first-aid kit can help you and your family be prepared for many kinds of emergencies. Your first-aid kit should contain several important first-aid items. These items can be purchased at most drugstores.

FIRST-AID ITEMS	AMOUNTS	USES
Sterile first-aid dressings, 2 inches x 2 inches (5 cm x 5 cm)	Box of 12	For small wounds or burns
Sterile first-aid dressings, 4 inches x 4 inches (10 cm x 10 cm)	Box of 12	For large wounds or burns
Gauze roller bandage, 1 inch x 5 yards (2.5 cm x 1.5 m)	2 rolls	For finger bandages
Gauze roller bandage, 2 inches x 5 yards (5 cm x 1.5 m)	2 rolls	To hold dressings in place
Adhesive tape, 1 inch and 2 inches wide (2.5 cm and 5 cm)	1 roll of each	To hold dressings in place
Assorted adhesive bandages	1 box	For small cuts
Soap	1 bar	To clean wounds and skin
Scissors	1 pair	To cut bandages
Tweezers	1 pair	To remove splinters
Rubbing Alcohol	1 small bottle	To cool down someone with fever or to kill germs
Thermometer	1 rectal 1 oral	To check for fever
Mild painkiller, such as aspirin or aspirin substitute	1 bottle of each	To reduce fever, pain, or swelling
Calamine lotion	1 bottle	For itching caused by hives, poison ivy, or certain insect bites
Antiseptic	1 bottle	To kill germs in and around a wound
Ipecac syrup	1 bottle	To cause vomiting
Ice bag	1 bag	To hold ice used to reduce swelling and discomfort

Handout #5

FIRST AID FOR WOUNDS

I. DEFINITION

A wound is a break in the continuity of the tissues of the body, either internal or external.

A. Classification of wounds

1. Open
   An open wound is a break in the skin or the mucous membrane.
2. Closed
   A closed wound involves injury to underlying tissues without a break in the skin or a mucous membrane.

B. Types of open wounds

1. Abrasions
2. Incisions
3. Lacerations
4. Punctures
5. Avulsions

II. COMMON CAUSES

Wounds usually result from external physical forces. The most common accidents resulting in open wounds are motor vehicle accidents, falls, and mishandling of sharp objects, tools, machinery, and weapons.

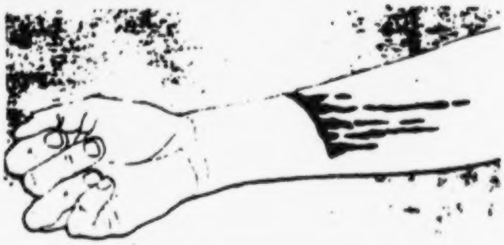
III. SYMPTOMS

Wounds

A. Abrased wounds

1. The outer layers of the protective skin are damaged.
   Abrased wounds usually result when the skin is scraped against a hard surface.
2. Bleeding is limited.
3. Danger of contamination and infection exists.

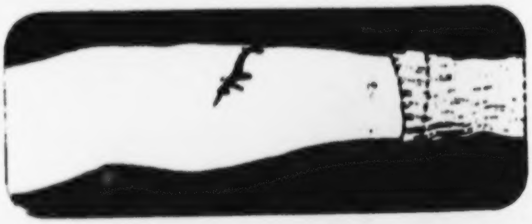
B. Incisions



STANDARD FIRST AID AND PERSONAL SAFETY

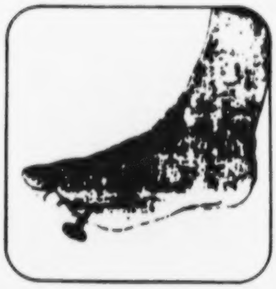
1. An incised wound, or cut, frequently occurs when body tissue is cut on knives, rough edges of metal, broken glass, or other sharp objects.
2. Bleeding may be rapid and heavy.
3. Deep cuts may damage muscles, tendons, and nerves.

C. Lacerations



1. A lacerated wound displays jagged, irregular, or blunt breaking or tearing of the soft tissues and is usually caused when great force is exerted against the body.
2. Bleeding may be rapid and extensive.
3. Destruction of tissue is greater in a lacerated wound than in a cut.
4. Deep contamination of the wound increases the chance for later infection.

D. Punctures



WOUNDS

1. A punctured wound is produced by an object piercing skin layers, creating a small hole in the tissues. Puncture-producing objects include bullets and pointed objects, such as pins, nails, and splinters.
2. External bleeding is usually quite limited.
3. Internal damage may have resulted to the organs, causing internal bleeding.

4. The hazard of infection is increased because the flushing action of external bleeding is limited.
5. Tetanus may develop.

E. Avulsions

1. An avulsed wound results when tissue is forcibly separated or torn from the victim's body.
2. An incised wound, a lacerated wound, or both will usually occur when a body part is avulsed.
3. There will be heavy, rapid bleeding.
4. An avulsed body part may be successfully reattached to a victim's body by a surgeon. Send the body part along with the victim to the hospital.
5. Avulsed wounds occur in accidents such as motor vehicle wrecks, gunshots, explosions, animal bites, and other body-crushing injuries.

IV. FIRST AID FOR OPEN WOUNDS

A. Stop the bleeding immediately.

B. Protect the wound from contamination and infection.

C. Provide shock care.

D. Obtain medical attention.

CARDIOPULMONARY RESUSCITATION

What Is CPR?

CPR, or cardiopulmonary resuscitation, restores circulation and breathing to a person whose heart and lungs have stopped working. CPR is a combination of mouth-to-mouth resuscitation and external chest compression. Mouth-to-mouth resuscitation forces air into the lungs. External chest compression circulates the blood. When the heart stops beating (cardiac arrest) and breathing stops, cardiopulmonary resuscitation is necessary. The purpose of CPR is to keep the victim alive until medical help arrives or until the heart and lungs begin to function. Special training in CPR technique is required. CPR courses are also useful in learning to recognize the symptoms of cardiac arrest.

Who Needs CPR Training?

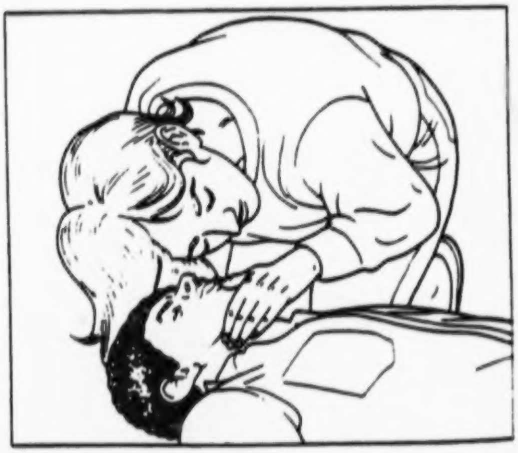
CPR training can mean the difference between life and death. It is a life-saving skill that anyone can learn. However, the information in this manual does not take the place of CPR training. The American Red Cross and the American Heart Association offer CPR instruction. Lectures and demonstrations by authorized CPR instructors, followed by practice sessions with manikins, are used to teach the procedure.

Cardiac arrest is a life-threatening emergency that can occur any time and any place. Medical professionals, police, firefighters, and paramedics get CPR training. Before they arrive, you may save a life if you are trained in CPR. Who needs CPR training? You do!

When CPR Is Needed

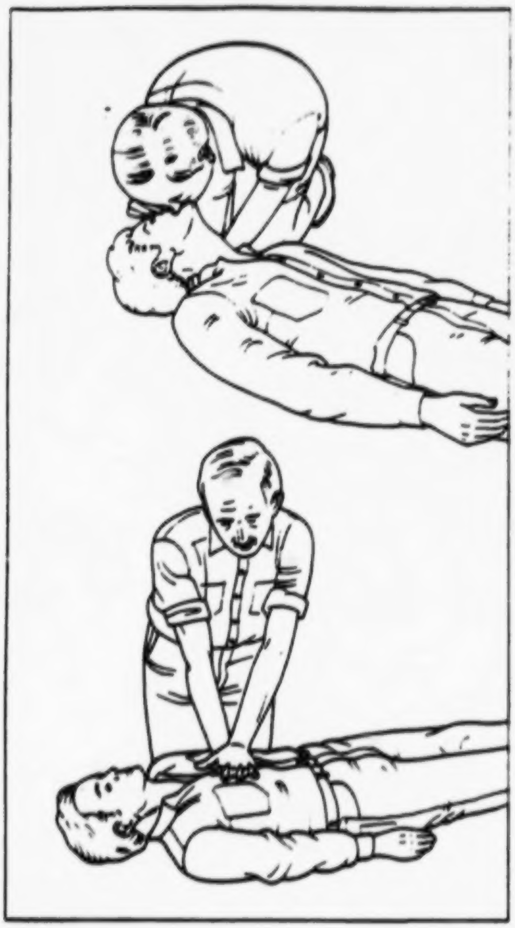
Follow these steps to see if CPR is needed:

1. To see if the person is conscious, tap the shoulder and shout. If there is no response, send for medical help.
2. If there is no breathing, perform mouth-to-mouth resuscitation. Give four quick breaths.
3. Check for a pulse. Even if you do not find one, give mouth-to-mouth resuscitation.



If the person has a pulse and is breathing, watch the person until help arrives. If the person has a pulse and is not breathing, continue to give mouth-to-mouth resuscitation. **If the person has *no pulse* and is not breathing, CPR is needed immediately.**

The Steps of CPR



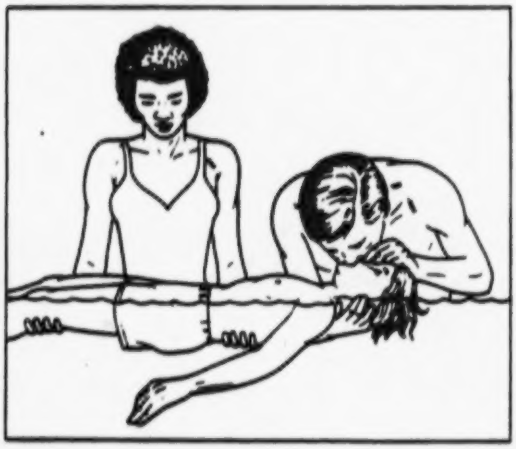
CAUTION: If you have not had CPR training, DO NOT attempt to give CPR. If CPR is done improperly, it could puncture vital organs, break ribs, or even cause the death of the victim. If CPR is given to a person who has a pulse, it could cause cardiac arrest.

A person trained in CPR checks for consciousness, breathing, and pulse as described in "When CPR Is Needed." If the victim is unconscious, the rescuer sends for medical help. If the victim is not breathing, the rescuer opens the victim's airway and gives four quick breaths by mouth-to-mouth resuscitation.

If there is no pulse and a second rescuer is not available, the rescuer presses down on the victim's breastbone. This circulates blood by squeezing the heart between the breastbone and the backbone. The rescuer gives these compressions at approximately the rate of a normal pulse. After every 15 compressions, the rescuer gives two quick breaths.

The rescuer checks the victim's pulse frequently. If there is no pulse, the rescuer continues CPR. If there is a pulse but no breathing, the rescuer gives mouth-to-mouth resuscitation. If there are a pulse and breathing, the rescuer keeps checking in case they stop again.

If a second rescuer is available, one rescuer gives chest compressions at a steady rate. The other rescuer gives one breath after every five compressions. Two-rescuer CPR is more effective than one-rescuer CPR because two rescuers can give more frequent breaths and can change positions if one gets tired.



Respiratory Emergency Prevention

There are many causes of respiratory failure. Respiratory accidents often occur around water. By learning to swim and knowing about water safety, accidental drownings can be prevented.

Respiratory emergencies can also occur around the home. Infants and toddlers can often be protected from suffocation and choking by supervising where they play and what they play with. Any medicine or poison should be carefully labeled and put out of reach.

Many kinds of accidents and emergencies can be prevented. Prevention is an important part of first aid. But when an emergency does arise--at home, at school, or at play--first aid knowledge can prevent further injury.

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health, and Physical Education.

	Not at all	Somewhat	Very Well
1. The information provided is relevant to the major objective.	______	______	______
2. The lessons are presented at the appropriate level of difficulty.	______	______	______
3. The instructional activities ensure the acquisition of content and skills.	______	______	______
4. A variety of teaching approaches is utilized.	______	______	______
5. Assessment items measure objectives.	______	______	______
6. Materials and resources are useful.	______	______	______

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/or assessments that you want to suggest.

Suggestions:

GRADE 6 HEALTH
UNIT X HEALTHY ENVIRONMENT

Unit/Major Objective

Examine the factors involved in maintaining a healthy environment.

Essential Elements

3A-B, 1H

Prerequisite Skills

- Be able to identify the effects of pollution on physical, mental, and social health.
- Be able to identify some personal responsibilities for protecting the environment.

Lesson (Mini) Objectives

1. Identify the effects of air, noise, and water pollution.
2. Describe the functions of private non-profit, state, and federal health agencies involved in protecting the environment.
3. Identify individual responsibilities in maintaining a healthy environment.

Unit X: Sample Lesson

Lesson Objective No. 1: Identify the effects of air, noise, and water pollution.

Mental Set: Write on the chalkboard, "What does a healthy environment mean to you?"

Ask students to think about the following questions.

1. How can "loud" jam boxes, car radios, stereos, and television affect your hearing?
2. What damage can broken bottles littered on the streets do to automobiles?
3. How can the illegal dumping of untreated sewage into bodies of water pose a threat to the environment?
4. What happens when we put other gases and particles (pollutants) into the air?

Rationale: To help students realize polluted air and water, loud noises, and litter have become a threat to the health of the community.

Input and Modeling:

Key Concepts/Skills

1. Introduce the chapter by defining the following words for students:

    - environment
    - pollution
    - particulate
    - smog
    - sewage
    - sanitary landfill
    - decibel
    - recycling

2. Discuss the following:

    - How can air pollution affect health?
    - How can water pollution affect health?
    - How can land pollution affect health?
    - How can noise pollution affect health?

Guided Practice:
Students will read and discuss pages 243-254 in *Choosing Good Health.*

Independent Practice: Show Transparency #1. Read the directions and have students write the answers.

Unit X Lesson Objective 1 (continued)

Protecting Your Environment

Do you do your part to protect your environment and prevent pollution? On a separate sheet of paper, indicate whether each statement describes you *most of the time* (M), *some of the time* (S), or *never* (N).

1. I use nondisposable plastic materials rather than paper napkins, cups, or plates.
2. I save glass and aluminum for recycling.
3. I buy returnable bottles or recyclable cans.
4. I keep my stereo, radio, and TV at a moderate volume.
5. I use non-aerosol sprays.
6. I limit my shower time or take baths to conserve water.
7. I do not let the water run in the sink unnecessarily.
8. I do not waste paper.
9. I save all paper products for recycling.

Scoring. Give yourself 4 points for every *most of the time*, 2 points for every *some of the time*, and 0 points for every *never*. Add up your totals.

36-24: *Excellent*, you are environmentally conscious and are doing your part.
23-12: *Good*, you are trying.
Below 8: *You are a hazard* to your environment.

Lesson Assessment/Performance Criteria:

1. Have students complete Handout #1.

Answer Key: **Part I**

1. ecology
2. biotic
3. hydrocarbons
4. ozone
5. turbidity
6. carbon monoxide
7. particulate
8. asbestos
9. sewage
10. decibel

Part II

The message: "Working for a healthy environment."

2. Have students complete Handout #2. Answers will vary, but all can be found in the textbook.

Reteaching/Extensions:

Have students complete Handout #3 and #4 as homework assignments.

Resources: *Choosing Good Health*, textbook
Choosing Good Health Activity Book
Transparency #1
Handouts #1-#4
Teacher Supplements #1 and #2

Protecting Your Environment

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2. I save glass and aluminum for recycling.
3. I buy returnable bottles or recyclable cans.
4. I keep my stereo, radio, and TV at a moderate volume.
5. I use non-aerosol sprays.
6. I limit my shower time or take baths to conserve water.
7. I do not let the water run in the sink unnecessarily.
8. I do not waste paper.
9. I save all paper products for recycling.

Scoring. Give yourself 4 points for every *most of the time*, 2 points for every *some of the time*, and 0 points for every *never*. Add up your totals.

36-24: *Excellent*, you are environmentally conscious and are doing your part.
23-12: *Good*, you are trying.
Below 8: *You are a hazard* to your environment.

Scrambled Terms

Part I
In Part I, use the definitions below to unscramble the following words. In Part II, insert the numbered letters in the blanks to spell out a phrase regarding the environment.

1. Y 0 E O G C L

— — 2 — — 6 15

2. C T I I O B

— — — — 18 —

3. R R H Y C O O B S N D A

10 — — 3 — — 12 — — — 17 —

4. N Z E O O

7 — — 21 16

5. B R T U I I Y T D

— — 8 — 4 — — 25 —

6. A N R O B C

— — — — — 5

X D O O E M I N

22 — 24 — — — — 11

7. T T P I C L U A E A R

— — 19 14 — — — 13 — — 23

8. S S B S A E T O

9 — — — — — 20 —

9. W G S A E E

— — 1 — — —

10. B L E D E I C

— — — — — — —

1. branch of biology dealing with relationship between living organisms and their environment
2. the living part of an exosystem
3. unburned chemicals in car exhausts
4. gas formed when nitrogen oxides and hydrocarbons combine in sunlight
5. tiny particles suspended in most water
6. poisonous gas
7. suspended particles in the air
8. naturally occurring mineral fiber, a good conductor of heat.
9. food, remnants, human wastes, and detergents
10. measure of the intensity of sound

Part II

___k___ f__ _ ____h__ __v________

Problem Solving

Listed below are some statements concerning environmental health problems. Read each problem and choose two ways to prevent or eliminate the problem.

1. Automobiles are the greatest contributors to air pollution problems.

   Solution: ________________________

   Solution: ________________________

2. The use of pesticide sprays can cause widespread contamination and build up toxic chemicals in animals, disrupting natural food chains.

   Solution: ________________________

   Solution: ________________________

3. Insufficient water supplies cause agricultural growth problems, as well as diseases.

   Solution: ________________________

   Solution: ________________________

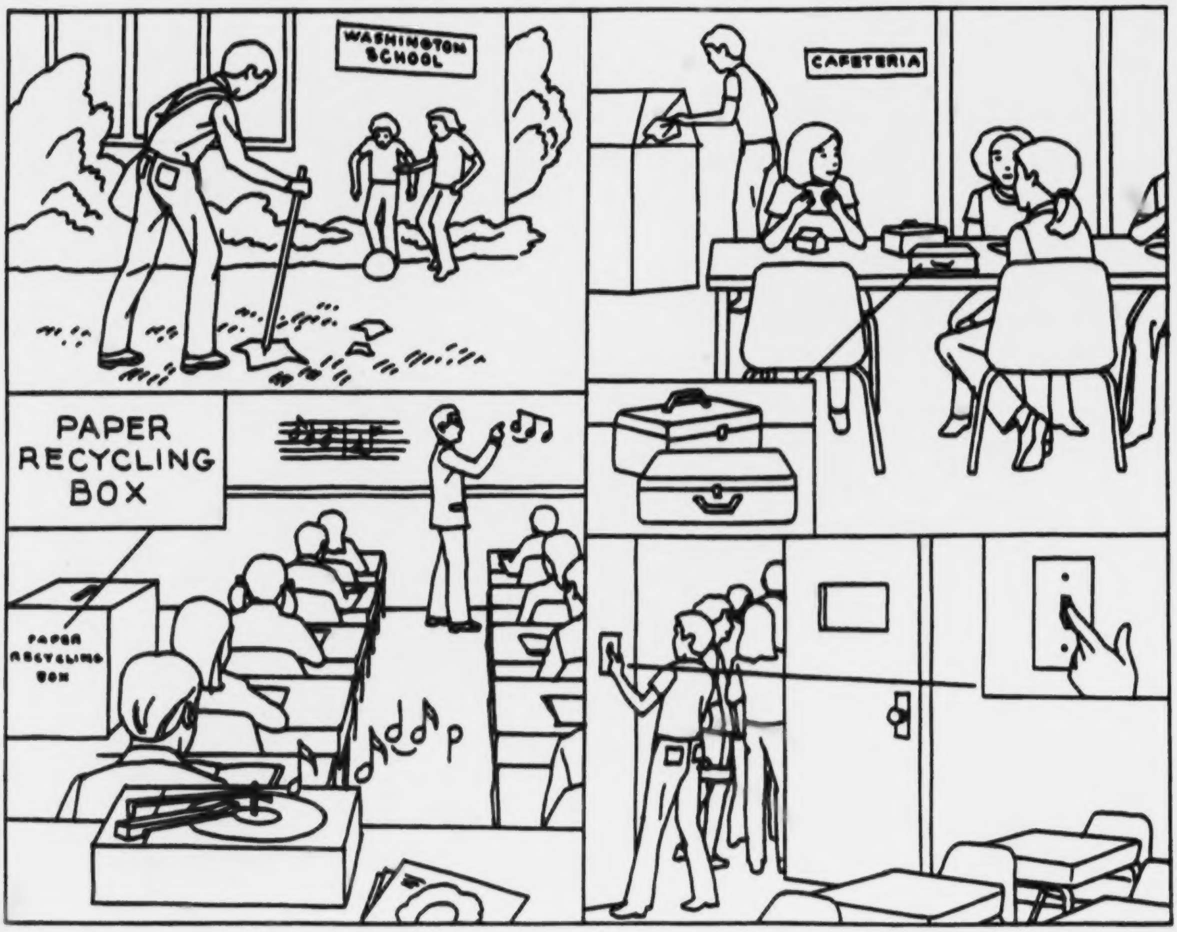
4. Nuclear power plants are a potential source of escaping radioactive material.

   Solution: ________________________

   Solution: ________________________

Helping a School Environment

The picture shows six things pupils at Washington School do to help their environment. Circle those six things you think are being done to help the environment. Then turn to the other side of this page for further instructions. (Note: Some parts of the picture have been magnified so you can see more detail. These parts of the picture appear within the boxes.)


WASHINGTON SCHOOL
CAFETERIA
PAPER RECYCLING BOX
PAPER RECYCLING BOX

Now supply three pieces of information for each helpful practice you circled on the previous page. On line *a*, describe what is being done to help the school environment. On line *b*, name another environment (home, office, recreational area, etc.) that could benefit from this helpful practice. On line *c*, describe how this other environment could benefit from the helpful practice.

1. a. ____

   b. ____

   c. ____

2. a. ____

   b. ____

   c. ____

3. a. ____

   b. ____

   c. ____

4. a. ____

   b. ____

   c. ____

5. a. ____

   b. ____

   c. ____

6. a. ____

   b. ____

   c. ____

Words and Ideas

Reviewing Words

Write the letter of the description on the line next to the term it best matches.

____ 1. environment

____ 2. pollution

____ 3. particulate

____ 4. smog

____ 5. sewage

____ 6. sanitary landfill

____ 7. decibel

____ 8. recycling

____ 9. noise pollution

____10. thermal pollution

____11. pesticide

____12. Environmental Protection Agency

a. type of pollution involving unwanted sound

b. condition that occurs when you can see, feel, or smell air pollution

c. method of solid waste disposal where waste is covered with soil

d. chemical used to kill insects and other pests

e. everything around you

f. type of pollution that occurs when heated water is added to a lake or river

g. addition of things to the environment that make it dirty, impure, or unhealthy

h. government organization responsible for helping the environment

i. waste water

j. measurement used for the loudness of sound

k. tiny solid or liquid particle added to the air

l. the changing of something so it can be used again

Unit X: Sample Lesson

Lesson Objective No. 2: Describe the functions of private nonprofit, state, and federal health agencies involved in protecting the environment.

Mental Set: Yesterday, we discovered the different elements that make our environment unhealthy. Today, we will discuss agencies that can help keep our environment healthy.

Rationale: To help students identify which agencies are responsible for environmental control, enforcing laws to protect the environment, and conducting pollution research.

Input and Modeling:

Key Concepts/Skills

The following information, "Where to Get Help," has been provided for use as handouts to be discussed with the class.

Where to Get Help

Many agencies and groups have a direct connection and interest in environmental quality. These organizations and governmental bodies can be categorized as private nonprofit groups and federal- and state-regulated agencies.

Distribute and discuss Handouts #5 - #7.

Guided Practice: Students will read and discuss pages 255-261 in *Choosing Good Health.*

Independent Practice: Students will answer questions, " What Do You Remember?," page 261, *Choosing Good Health.*

Lesson Assessment/Performance Criteria: Refer to Handout #8.

Reteaching/Extensions: Ask students, "If you could pass one law to protect our environment and address the pollution problem, what would it be? How would you enforce it? Explain why you chose the law that you did.

Resources: *Choosing Good Health*
Handouts #5 - #8

Private Nonprofit Agencies

Private nonprofit organizations usually have stated goals and purposes and may or may not be interested in the environment as a whole, but they will have some specific interest in or position on a particular environmental issue.

Highway Action Coalition	Specifically interested in combating the expansion of super highways through residential and natural areas
Center for Auto Safety	Concerned with auto pollution and safety
Environmental Action Foundation	Lobbying for lower energy utility bills; conserving the utility dollar
Solid Waste Information Retrieval System	Concerned with recycling projects of all types; offers information on how to get a program started
National Audubon Society Sierra Club Friends of the Earth	Intimately concerned with all forms of pollution
Environmental Defense Fund	Business people and scientists working toward the public interest in environmental quality
Environmental Action, Inc.	A lobbying group for legislation and federal regulation on environmental issues such as water pollution, energy conservation, and utility-rate reform

Federal Agencies

Several federal agencies are involved in some aspect of environmental quality, health, and protection. These agencies can be used to obtain up-to-date information on particular topics. Most of them provide free public information pamphlets. You can also write these agencies to make them aware of violations of laws concerning pollution of the environment.

- **The Environmental Protection Agency (EPA).** This agency, created in 1970, is primarily concerned with air-pollution control, solid-waste management, radiation, quality drinking water, water pollution, the use of pesticides, and the dumping of toxic substances in the environment.

- **The Department of Energy (DOE).** This department came into being in 1977. This branch of the government is designed to supervise all energy-related federal programs, from gasoline to the development of nuclear weapons. It is involved in such diverse activities as ensuring adequate electricity in given areas and monitoring the effects of different chemicals used in synthetic fields on the environment.

- **The Department of the Interior.** This department administers the National Park System. These parks are the designated areas of natural beauty and wonder that have been set aside for all people to enjoy.

- **The United States Forest Service (USFS).** This agency is part of the Department of Agriculture and was created to maintain supervision of our forest lands and protect large wilderness areas. Permits for backpacking, camping, and the like for given areas can be secured from this government agency.

State Agencies

Each state usually has some level of state parks, wildlife, and recreation that concerns itself with hunting and fishing regulations, maintenance of state parks, protection of special natural attractions within the state, and outdoor recreational permits.

Many states have offices that parallel those of the federal government in the supervision of pollution laws and standards, the dumping of chemical toxic waste, solid-waste disposal, and safe drinking water.

A phone call to your local city government will put you in touch with the state office that can provide you with information about environmental problems in your particular area.

Assessment

Below is a list of environmental health problems. Which agency or organization would you contact for assistance?

1. You are concerned about the safety of the nuclear power plant near your community and want to report your concern. ______________________________
____

2. You are looking for suggestions for more ways to save energy. ______________
____

3. You want more information about car safety. ______________________________
____

4. You want to fight the construction of a highway through your neighborhood.
____

5. Your family wants to explore the possibility of solar heating for your home.
____

6. You want to become more active in the fight against environmental pollution.
____

7. Your neighborhood wants to sponsor a recycling project. ____________________
____

8. You want information on visiting Yellowstone National Park. ________________
____

9. You want to obtain a permit for backpacking in a national forest. ____________
____

Unit X: Sample Lesson

Lesson Objective No. 3: Identify personal responsibilities in maintaining a healthy environment.

Mental Set: For the past few days, we have been studying about a healthy environment. You have learned the importance of a healthy environment and the agencies and organizations that help to protect our environment. Today, we are going to find out how *you* can play a part in keeping our environment healthy.

Rationale: To assist the students in establishing wholesome attitudes toward their environment by sharing in the responsibilities of keeping the environment healthy.

Input and Modeling:

Key Concepts/Skills

Read the following story. Discuss the feasibility of something so drastic occurring. If students don't believe it is feasible, ask what *we* will change to prevent it.

"Could This Really Happen?"

Hank Brown looked out the window of his apartment. Below him, the whole city seeemed quiet and still. Hank turned on the radio. A reporter was talking: "And so the government said today that the situation appears hopeless. Fifty-five percent of the population has already died of the strange epidemic that is sweeping the country. Many others are ill. Food supplies are at the lowest level in history. The nation's transportation system has ground to a halt...."

Hank switched off the radio and glanced at the calendar. November 21, 2038. He remembered back fifty years ago when scientists were saying that humans very likely would destroy their environment and themselves along with it. He hadn't really believed it then. But now he wasn't so sure.

There were only twenty people left in his apartment building. Because of overcrowding, the cities had been hit hardest by the epidemic.

Hank looked over toward the East River. It wasn't a river anymore. It was only a bed of chemicals and waste. Last year it had caught fire three times within a week. Of course, there was hardly any real water left anywhere. Only the air was a bit better now, with most of the factories shut down.

Somehow, people had never been able to stop the pollution and suddenly, Hank was angry. Why should this be happening? Whose fault was it? Why couldn't somebody have done something? Scientists had warned that it was going to happen. And some people had even tried to stop it. But they hadn't been able to do enough.

"Somebody's responsible," Hank said out loud. "Somebody could have done something." Hank was right. Somebody was responsible. Hank was--he and every other person who had ignored what was happening to the environment was responsible for what was happening to the earth.

Unit X Lesson Objective 3 (continued)

Guided Practice: Students will read and discuss pages 262-267 in *Choosing Good Health.*

Independent Practice: Show Transparency #2. Read the information on the transparency.

1. Have students take the inventory, "Your Efforts to Effect Change," and score themselves. Discuss and relate the previous discussion of the story, "Could This Really Happen?"

2. Divide the class into two groups. One assumes the government's role in environmental quality and the other the individual's role. Groups should compile as many statements as possible, each one describing one thing they do to promote environmental quality. They should take turns reading lists, seeing who has the most potential for actively protecting the environment. Discuss the fact that the government's role depends a great deal on the emphasis the present administration puts on environmental quality. The individual's role depends on the effort the individual is willing to make.

Lesson Assessment/Performance Criteria: Have students answer questions covering this lesson and the unit. Refer to Handouts #9 and #10.

Reteaching/Extensions:

1. Have students list five ways they presently take responsibility for environmental protection and conservation. Below that, list five things they could be doing.
2. Have the class react to the following statement, "I'm just one person; my actions don't really make a difference."

Resources: *Choosing Good Health*, Chapter 9
Handouts #9 and #10
Transparency #2

Your Efforts to Effect Change

Are you someone who takes action, who believes an individual's efforts can make a difference? On your paper, write *Yes* or *No* to each of the following statements, as it describes you.

1. I sometimes think about conserving energy, but then I think, "What's the use, I'm just one person."
2. I write to my legislature to support legislation on environmental quality.
3. I say something to people who are littering.
4. If I pass a piece of litter, I pick it up and put it in a garbage container.
5. I keep informed on environmental issues, especially those in my community.
6. I seldom concern myself with environmental issues because they are out of my control.
7. We will always have land and air, so I really don't worry too much about the environment.
8. If my community were trying to rezone a park area to make a parking lot, I would petition against it.
9. I know what the zoning laws are in my community.
10. I would participate in an Earth Day or Ride Your Bike to School Day.

Scoring. If you answered *Yes* to numbers 2 to 5 and 8 to 10, give yourself 4 points each. If you answered *No* to 1, 6, and 7, also give yourself 4 points for each. Add up your score.

40 to 28: *Excellent!* You think you can contribute and act accordingly.
27 to 16: *You are on the right track.* Every little bit helps.
15 or below: *Beware!* You might find you do not have much of an environment left to enjoy.

Cleaning the Environment

Part I

Indicate whether each word or phrase below represents an asset or a threat to a healthy environment. Defend your answer with a fact and suggest a better alternative to an energy source that is a threat.

1. Active solar energy ____________________

2. Fossil fuel for energy ____________________

3. Coal as a source of energy ____________________

4. Nuclear energy ____________________

5. Passive solar energy ____________________

6. Water power as an energy source ____________________

Part II

1. List three ways you can practice conservation. Next to each, tell one positive result from your actions.

   a. ____________________

   b. ____________________

   c. ____________________

2. How would you respond to someone who says, "I'm just one person, my efforts don't make any difference"?

   a. ____________________

   b. ____________________

   c. ____________________

Reviewing Ideas

Main ideas from Chapter 9 are listed below. Some of the main ideas are missing. These missing ideas are in mixed order at the bottom of the page. Decide where they fit. Write them in the blanks provided.

I. Environmental problems can affect you health.

A. Air pollution can irritate the eyes, nose, throat, and lungs.
B. Drinking water polluted by certain chemicals can lead to cancer, liver disease, and birth defects.
C. People can injure themselves on discarded litter.
D. ______________________________

II. People can help solve environmental problems.

A. People working in agencies help the environment.
  1. The Environmental Protection Agency and the National Park Service help the environment.
  2. ______________________________
B. Many things are being done to help solve air, water, land, and noise problems.
  1. Stricter air pollution laws are being passed.
  2. Drinking water and sewage are being treated.
  3. ______________________________
  4. Quieter products are being developed.

III. You have a responsibility to the environment.

A. Be aware that environmental problems exist.
B. Help the environment at home and at school.
  1. Turn the water off when you brush your teeth.
  2. ______________________________
C. Help the environment in your community.
  1. ______________________________
  2. Get involved in environmental groups.

Missing Main Ideas

Loud noise can damage hearing.
Chemical waste disposal is being controlled.
Pick up and dispose of trash in parks and other recreation areas.
Turn off the lights when your class leaves the room.
Voluntary agencies and industries work to help the environment.

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.			
2. The lessons are presented at the appropriate level of difficulty.			
3. The instructional activities ensure the acquisition of content and skills.			
4. A variety of teaching approaches is utilized.			
5. Assessment items measure objectives.			
6. Materials and resources are useful.			

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/ or assessments that you want to suggest.

Suggestions:

DRAFT

GRADE 6 HEALTH
UNIT XI GROWTH AND DEVELOPMENT

Unit/Major Objective	**Essential Elements**
Identify the physical, mental, social, and emotional changes which occur between childhood and adulthood.	1A, G

Prerequisite Skills

- Be able to identify basic functions of the male and female reproductive systems
- Be able to identify common feelings and emotions experienced by adolescents

Lesson (Mini) Objectives

1. Develop a comfortable feeling toward learning about physical growth and development by setting ground rules for the classroom.
2. Recognize and discuss the basic physical changes which occur during puberty.
3. Explore the facts about the care and function of the female reproductive system.
4. Describe the process of menstruation and methods of sanitary protection.
5. Explore the facts about the care and function of the male reproductive system.
6. Describe the emotional and social changes experienced by the adolescent.

Unit XI: Sample Lesson Plan

Lesson Objective No. 1: Develop a comfortable feeling toward learning about physical growth and development by setting ground rules for the classroom.

Mental Set: State that the purpose of this unit is to explore the nature of the adolescent years and to show the relation of adolescence to physical, intellectual, and social growth.

Rationale: To provide an opportunity for students to trust and support each other when discussing sensitive topics.

Input and Modeling:

Key Concepts/Skills

1. Explain briefly that the physical aspect will deal with bodily changes; the intellectual aspect will speak to the growth in their mental abilities; and social development will examine personal feelings, relationships with others, and individual responsibility.

2. Explain the format which will be used during this unit.

    - Boys and girls will learn about male and female sexuality in separate classroom settings.
    - Since the subject matter is of a sensitive nature, students are to discuss personal concerns with parents and teacher.

3. Stress the fact that the unit will give detailed information and explore areas which may embarrass or surprise some students. Explain the importance of creating a positive, trusting, and supportive atmosphere which will encourage openness when dealing with sensitive matters.

4. Review the following guidelines to encourage student participation in the classroom and at home in family communication. These guidelines may be posted in the classroom as "Classroom Rules." See Transparency #1/Handout #1.

    - Correct terminology will be used instead of slang terms.
    - Respect the rights of others to express their opinions; accept opinions without "put-downs."
    - All questions are important; there are no "dumb" questions.
    - Avoid classroom discussions of a personal nature.
    - Students may pass (decline to respond) when questioned by classmates or teacher.
    - Try to talk with parents daily about what is learned in class.

5. Encourage students to use the Question Box. Students may submit questions anonymously or have the right to pass at any time during discussion.

Guided Practice: Read the directions for Handout #2 and present the case study to the students. Allow time for students to write responses. Ask for volunteers to share their ideas for class discussion.

Independent Practice: Administer Handout #3, Unit Test. This will require about 15 minutes. Explain to the students that the same test will be administered again at the end of the unit. The test at the end of the unit will be graded and will be their grade for this unit.

Lesson Assessment/Performance Criteria: Have students write the answers to the following: (Your answers will not be shared with anyone else unless you want them to be.)

- Name the ground rules that you would like to see established and enforced in the classroom. (The rules may or may not be the ones that were discussed in class.)
- Tell why each of these rules is important to you.

Reteaching/Extensions: Have students volunteer to relate a personal experience to the class entitled, "One of My Most Embarrassing Moments."

Resources: *Choosing Good Health*, Chapter 2
Transparency #1
Handouts #1-#3

Classroom Rules

- Correct terminology will be used instead of slang terms.

- Respect the rights of others to express their opinions; accept opinions without "put-downs."

- All questions are important; there are no "dumb" questions.

- Avoid classroom discussions of a personal nature.

- Students may pass (decline to respond) when questioned by classmates or teacher.

- Try to talk with parents daily about what is learned in class.

Setting Classroom Ground Rules

Directions: Follow along on your copy as your teacher reads the case study. Then write your own responses to the questions in the blanks provided. You may write additional ideas as the class gives responses.

Case Study

It was the first day of Human Growth and Sexuality class. Everyone was very excited. Many people were laughing and making jokes. DuWayne raised his hand to ask a question.

"Mrs. Brown, can girls get pregnant from swimming in the same pool as boys?" he asked.

Tom, Bruce, and Larry, along with several of the girls, laughed loudly.

Larry said, "What a question!"

DuWayne's face turned red. As the laughter in the classroom continued, tears came to his eyes. After a few minutes, he slowly got up and left the room.

****

1. What was the problem? ______________________________

2. How did DuWayne feel? ______________________________

3. If you were the teacher, how would you handle the problem? ______________________________

4. How could this situation have been avoided? ______________________________

Unit Test

(Use as Pretest and Posttest.)

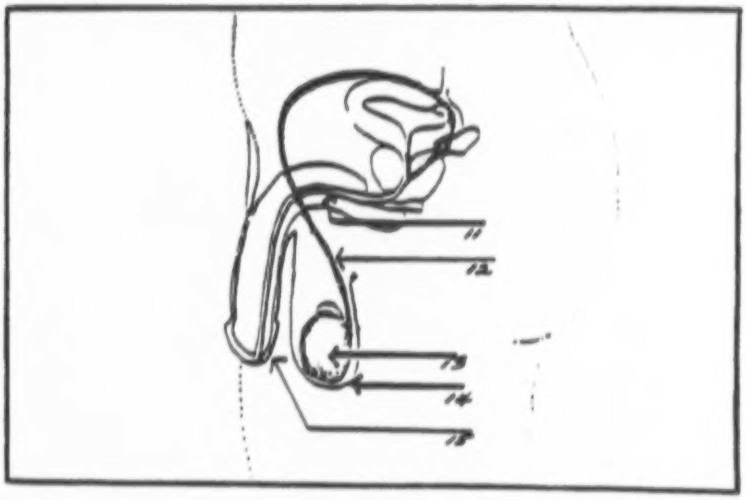
Directions: Circle "T" if the statement is true and "F" if the statement is false.

1. T or F Hormones are the chemical messengers in the body.
2. T or F Not growing at the same rate as other kids your age is usually normal.
3. T or F Fertilization occurs when a sperm joins with an egg.
4. T or F Menstruation occurs about once a month when the lining of the uterus breaks down and leaves the body.
5. T or F Frequent bathing is unnecessary during puberty.

Directions: Match the definition from Column 1 with the word it describes in Column 2.

Column 1	**Column 2**
6. Gland that produces sperm	A. Penis
7. Tube in penis through which urine and semen are released	B. Urethra
8. Two tubes that allow sperm to pass from the testicles	C. Scrotum
9. The male sex and urinary organ	D. Testicle
10. The external pouch that contains the testicles	E. Vas deferens

Directions: Using the letters in Column 2 above, match the term to the numbered part in the diagram below.



Directions: Match the definition from Column 1 with the word it describes in Column 2.

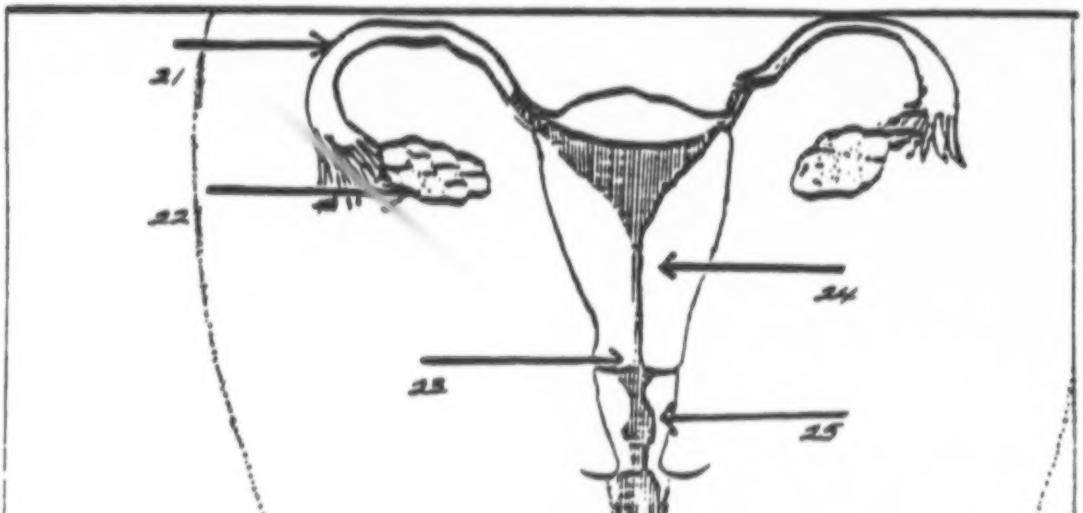
Column 1

16. Organ in which fetus grows and develops until birth
17. Female organ in which egg cells and sex hormones are produced
18. Narrow end of uterus which opens into the vagina
19. Either of two tubes through which an egg released from an ovary each month travels to the uterus
20. Passage that leads from the uterus to the outside of the body

Column 2

A. Cervix
B. Fallopian Tube
C. Ovary
D. Uterus
E. Vagina

Directions: Using the letters in Column 2 above, match the term to the numbered part of the diagram.



UNIT TEST/ANSWER KEY

1. T
2. T
3. T
4. T
5. F
6. D
7. B
8. E
9. A
10. C
11. B
12. E
13. D
14. C
15. A
16. D
17. C
18. A
19. B
20. E
21. B
22. C
23. D
24. A
25. E

Unit XI: Sample Lesson Plan

Lesson Objective No. 2: Recognize and discuss the basic physical changes which occur during puberty.

Mental Set: State the purpose of the lesson. Have students become aware of the physical changes which adolescents experience during puberty by reading Chapter 2, pp. 43-47, in textbook. Stress definition of the words *adolescence* and *puberty*.

Rationale: To help students feel more comfortable with themselves as they experience puberty.

Input and Modeling:

Key Concepts/Skills

Ask three boys and three girls who are eleven years old to stand in front of the class. Point out the physical differences - height, weight, bone structure, etc. Emphasize the fact that during puberty, peers in the same age group will begin and end their stages of growth and development at different times.

Using Supplement #1, "Teacher Reference: Puberty," present an informal lecture and have students take notes.

Show film, "Human Heredity," ESC MP50177.

Guided Practice: Show Transparency #2 and discuss with students to assist them to learn specific physical changes. Ask students if additional information is needed for clarification. Emphasize that students may have personal concerns regarding these changes. Assure students such concerns are expected for this age group.

Show film, "Human Heredity," ESC MP50177.

Independent Practice: Have students answer *Yes* or *No* questions on Handout #4, Changes During Puberty, to determine the students' awareness of the physical changes of this age group. Permit students to grade their own test results and discuss answers.

Lesson Assessment/Performance Criteria:

1. Have students complete Handouts #5 and #6 from the student activity book to *Choosing Good Health.*

2. Have students complete True-False questions on Handout 7, Myths and Truths About Sexuality. Students will underline any words they do not know or understand.

3. Have students answer "What Do You Remember" on page 48 in the textbook.

4. Have students write a paper on "Thinking About Being Different." See page 48 in textbook.

Unit XI Lesson Objective 2 (continued)

Reteaching/Extensions: Have students write a one-page essay on their anticipations (good and bad) of becoming a teenager.

Resources: *Choosing Good Health*, Chapter 2
Teacher Supplement #1
Handouts #4 - #7
Transparency #2
Film - "Human Heredity," MP 50177, Educational Service Center, Region XI .

TEACHER REFERENCE: PUBERTY

I. General Information

A. Puberty is the period between childhood and sexual maturation when people's bodies undergo remarkable hormonal and physical changes.

1. There is great variation in the age range of puberty.

a. Most children will begin between ages nine and thirteen, but the actual range in ages is much wider.

b. Boys may begin as early as ten or as late as eighteen.

c. Girls may begin as early as eight or as late as sixteen.

d. Average age for puberty in girls is two years earlier than for boys.

2. Generally, young people who mature earlier will develop sexual interests at an earlier age. It follows that the interest in the subject of anatomy and physiology may vary as greatly as the range of physical/sexual development of your students.

B. The changes of puberty include physical growth, sexual development, and emotional changes.

1. These may worry an adolescent, particularly if he is the last boy in his class whose voice hasn't changed, or if she is a girl who hasn't started her menstrual periods. Chances are, they will catch up with their friends soon; but if they are really worried, they should talk it over with a knowledgeable person whom they trust, such as their parents.

2. It is unwise to assume that all students find this period of their lives difficult and confusing. Young people go into puberty with attitudes and feelings ranging from eager anticipation to dread, excitement to nonchalance, fear to lack of concern, self-doubt and trauma to self-assurance and comfort.

C. The purpose of this discussion is to explain the changes adolescents may notice among their peers.

1. Help students understand the wide range in rate of development and that each person has his/her own rate of growth. In getting this idea across, it is helpful to avoid the use of the word "normal."

2. Reassure students that the changes are a natural part of the life cycle.

3. It is important that young people are aware of the equally exciting changes of puberty in both sexes. Discussion of puberty too often focuses on the female.

D. The teacher should be aware of the diversity of viewpoints about topics that students may raise and should be sensitive to the need to support family values.

E. The use of homework assignments will provide an opportunity for students and parents to share the learning experience. Parents are the constant resource in the students' lives, and much support should be given to this relationship.

F. The teacher can model for students the freedom to avoid discussing personal issues, the right to participate according to interest and comfort level, and the use of the third person in discussing sexuality.

G. The use of an anonymous question box will allow students to ask questions without embarrassment about their curiosity.

II. Male Growth and Development

A. Development of the testes and scrotum is usually the first sign of puberty in boys beginning between ages ten and thirteen.

1. The skin of the scrotum reddens and wrinkles; testosterone production and sperm development begin.

2. Pubic hair appears as a result of the production of testosterone in the testes.

B. The growth spurt in height begins about a year later, the velocity of growth approximately doubling.

1. The arms and legs lengthen before the trunk of the body. This sometimes causes awkwardness until the body becomes proportionate.

2. Faster muscle growth in boys leads to greater strength due to developing more force per gram of muscle as well as larger muscles.

C. Growth of the penis occurs simultaneously with the growth in height.

D. Auxiliary hair and facial hair appear, on the average, some two years after the beginning of pubic hair growth. The remainder of body hair continues development well after puberty.

III. Female Growth and Development

A. The growth spurt is usually the first sign of puberty in girls, beginning between ages eight and twelve.

1. The pituitary gland triggers the growth spurt.

2. Head, hands, and feet are the first parts of the girls to reach their mature size. Girls are often worried about the size of their feet and can be assured that the rest of their body will catch up soon.

3. Girls lose less of their body fat than boys, giving them a rounder appearance.

4. Girls may also go through a stage of awkwardness as various body parts grow at different rates.

B. Breast development usually starts soon after the spurt of growth begins.

1. Development begins with swelling of the nipples.

2. Breasts gradually fill out over a period of three to four years.

3. In early development, breasts may feel tender and sensitive.

4. One breast may grow faster than the other. This will eventually even out, although occasionally one breast remains slightly larger.

5. Sometimes a small amount of milky fluid is secreted from the nipples.

C. Filling out of the hips is usually the next step in development as the rest of the body becomes more rounded and curved.

D. Pubic hair appears soon after breast development begins.

E. The final event in the development sequence is the onset of menstruation (menarche or period).

IV. Other Changes

A. In both males and females, the voice changes during puberty.

1. The changes are caused by lengthening of the vocal chords.

2. For a short time, boys may be aware of a cracking or change in register in their voice. It may happen mid-sentence and cause some embarrassment.

3. Although this is not as noticeable in girls, their voices do change to a lower register.

B. Sweat glands become more active, especially under the arms.

1. The perspiration itself is odorless, but bacteria on the skin cause unpleasant odors.

2. It is possible to take care of much of this by daily washing with soap and water.

3. The use of deodorant is recommended at this stage of development.

C. Most young people have problems with acne at some time during puberty .

  1. Acne appears on parts of the body where there are a lot of sweat glands: face, back, and chest.

  2. Acne occurs when sweat glands are blocked by plugs of oil secretions.

  3. The best way to deal with acne is to keep the skin free of excess oil.

    a. Frequent washing with hot water and soap, then rinsing with warm water is very important.

    b. Eating a well-balanced diet with a lot of fruits and vegetables is recommended by many doctors.

    c. Exercise stimulates blood circulation to the skin and may help improve the complexion.

    d. Squeezing pimples should be avoided because it bruises and damages the skin.

D. The heavy production of oil by the skin may also mean hair will need to be washed more frequently.

E. Increased production of hormones prompts sexual thoughts and daydreams in most young people; there is a heightened awareness of sexual attraction.

  1. Release of semen by boys during sleep, called nocturnal emission or "wet dreams," is common at this time. It is also quite normal not to experience them.

  2. Both boys and girls may experience sexual excitement from simply watching or being near someone to whom they are attracted. They may not understand that the emotions they are feeling are sexual in nature.

  3. Sexual fantasies are common at this time.

    a. Some parents feel that this is a natural stage of development and not a matter of concern.

    b. Some parents feel that some daydreams or fantasies are not wrong, but others are, and like various facets of human behavior, some fantasies need to be controlled.

  4. In general, boys and girls become more interested in each other during puberty.

  5. While sexual interest and thoughts are common, it is also quite normal not to be sexually concerned, especially in the early years of puberty.

F. Puberty is a time of great shifts of moods for most people.

  1. Discomfort and concern about the changes in their bodies and feelings may cause emotional stress.
  2. Moods shift quickly and unpredictably.
  3. Crying over seemingly small matters is common for both boys and girls and is not something of which to be ashamed.
  4. It helps young people to share their concerns with parents or friends. Often, it is surprising and comforting to discover that others share similar concerns and feelings.

G. Increased acceptance of responsibilities is a part of the normal development in adolescence.

  1. There are shifts between mature behavior and childish behavior.
  2. Relationships with adults may begin to change as people develop their independence.

FACTS ABOUT PUBERTY

F Puberty is a time of growth and change for both boys and girls. The process of puberty

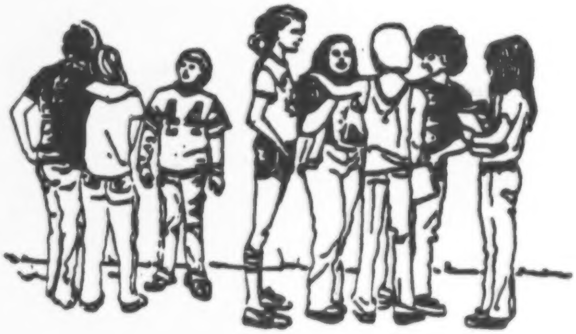
A begins when male and female hormones are released into the bloodstream. Hormones

C are chemicals which cause body growth and change.

T During puberty both boys and girls will:

S Grow very quickly.
Sometimes feel clumsy.
Perspire more and possibly have body odor.
Sometimes develop oily skin and some pimples.
Notice aching muscles and joints. (Yes, "growing pains" are real!)

Even though lots of the changes are the same, girls usually begin puberty a year or two before boys.



BOYS

Between the ages of 10 and 16, boys' bodies begin these changes:

- Shoulders broaden.
- Muscles grow.
- Hair grows under arms; on arms, legs, chest and face; and around penis and testicles (pubic area).
- Penis and testicles grow larger. One testicle usually hangs lower than the other. This is normal.
- Sometimes boys' breasts become very tender and grow a little. This is normal and will go away in a year or so.
- Voice gets deeper.

GIRLS

Between the ages of 9 and 16, girls' bodies begin these changes:

- Hips broaden.
- Waist narrows.
- Hair grows under arms and around vulva and vagina (pubic area).
- Vagina, vulva, and clitoris grow slightly.
- Breasts grow and develop. Sometimes one breast grows larger than the other. This is normal.
- Vagina discharges white, sticky substance. This is the vagina's way of cleaning itself and is normal.

CHANGES DURING PUBERTY

Directions: Write "Yes" or "No" in the left-hand column to show whether this is a change that takes place during puberty.

Yes
or No

____ 1. Hormone action increases, bringing about body changes.

____ 2. Rapid changes in height and weight take place.

____ 3. Voices get higher.

____ 4. Growth of body hair begins.

____ 5. Breasts develop.

____ 6. Sweat glands are no longer active.

____ 7. Frequent bathing is unnecessary during puberty.

____ 8. The reproductive organs begin to function.

____ 9. Nocturnal emissions are common.

____ 10. Menstruation begins.

____ 11. Changes in mood take place more often.

____ 12. Girls and boys are less interested in each other.

____ 13. There is an increased feeling of responsibilities.

____ 14. Interests and friendships change.

CHANGES DURING PUBERTY

Directions: Write "yes" or "no" in the left-hand column to show whether or not this is a change that takes place during puberty.

Yes
or No

_______ 1. Hormone action increases, bringing about body changes.

_______ 2. Rapid changes in height and weight take place.

_______ 3. Voices get higher.

_______ 4. Growth of body hair begins.

_______ 5. Breasts develop.

_______ 6. Sweat glands are no longer active.

_______ 7. Frequent bathing is unnecessary during puberty.

_______ 8. The reproductive organs begin to function.

_______ 9. Nocturnal emissions are common.

_______10. Menstruation begins.

_______11. Changes in mood take place more often.

_______12. Girls and boys are less interested in each other.

_______13. There is an increased feeling of responsibilities.

_______14. Interests and friendships change.

Answers: 1. yes, 2. yes, 3. no, 4. yes, 5. yes, 6. no, 7. no, 8. yes, 9. yes, 10. yes, 11. yes, 12. no, 13. yes, 14. yes

Growth Puzzle

Complete each sentence below by writing in the missing word. The number of blanks shows you the number of letters in the word. Two letters of each missing word have been provided for you. Find and circle each word in the puzzle on the other side of this page. Words may appear going across or down in the puzzle. One answer is circled as an example.

1. A wide range of heights and weights is part of N _ R _ _ _ growth at your age.
2. The growth spurt is a time when you grow very Q _ _ _ K _ _.
3. A D _ _ _ height is not determined by when the growth spurt begins.
4. Growth can be very U N _ _ _ _ during the growth spurt.
5. One stage of adolescence is called P _ B _ _ _ _.
6. Reproductive glands in girls are called O V _ _ _ _ _.
7. Reproductive glands in boys are called T _ S _ _ _.
8. The reproductive glands make certain C H _ _ _ _ _ _ _ that cause a number of body changes.
9. It is common for E M _ _ _ _ _ _, or feelings, to change often during adolescence.
10. It may help to remember that everyone has similar W _ R _ _ _ _ about the changes of adolescence.

N	O	R	M	A	L	B	E	M	D	P	F	Q
H	A	X	E	D	O	S	L	O	Z	A	Y	U
Q	N	E	K	U	I	D	A	O	K	T	J	I
O	P	A	T	L	S	J	I	D	F	T	H	C
L	U	T	D	T	R	V	N	S	F	I	M	K
U	B	W	C	K	A	R	E	N	C	M	S	L
W	E	I	A	U	N	E	V	E	N	L	U	Y
O	R	Y	R	J	B	I	T	X	R	O	T	N
R	T	K	O	V	A	R	I	E	S	V	E	Z
R	Y	I	L	N	G	L	Q	H	A	M	S	J
I	P	W	D	I	F	F	E	R	E	N	T	U
E	M	A	R	Y	G	P	A	N	N	B	E	D
S	C	P	C	H	E	M	I	C	A	L	S	Y
A	C	E	M	O	T	I	O	N	S	E	G	O

Words and Ideas

Reviewing Words

Circle the term that best answers each question.

1. This is a time of change between childhood and adulthood. What is it?	adolescence	heredity	weight change
2. This is a stage of adolescence during which males and females become capable of reproduction. What is it?	puberty	offspring	fertilization
3. This is the process by which offspring, or children, are produced. What is it?	growth spurt	reproduction	body change
4. These are the female reproductive glands. What are they?	testes	egg cells	ovaries
5. This is the male reproductive cell made by the testes. What is it?	chemical	sperm	egg
6. These are the forty-six rod-shaped parts found in the nucleus of most cells. What are they?	traits	skills	chromosomes
7. These control specific traits such as eye color. What are they?	chromosomes	genes	cells
8. This is a kind of trait. Brown eyes are this kind of trait. What is it?	recessive	dominant	different
9. This is a system that consists of several glands. What is it?	pituitary	endocrine	chemical
10. These are chemicals made by the endocrine glands. What are they?	ovaries	hormones	adrenals
11. This skin condition often appears during adolescence. It consists of whiteheads, blackheads, and pimples. What is it?	acne	bacteria	posture

Reviewing Ideas

Read each sentence. If the sentence is true, put a ✓ in the *True* box. If the sentence is false, put a ✓ in the *False* box.

	True	False
1. The period of rapid growth during adolescence is known as the growth spurt.	☐	☐
2. During the growth spurt, you grow five times as fast as before.	☐	☐
3. Growth can be very uneven during adolescence.	☐	☐
4. During puberty, males and females become capable of reproduction.	☐	☐
5. Girls and boys experience the same body changes during puberty.	☐	☐
6. You inherited some of your traits from your great-grandparents.	☐	☐
7. Blue eyes result when a child receives only one gene for blue eyes.	☐	☐
8. Hormones have no effect on a person's growth.	☐	☐
9. The endocrine system includes the pituitary, thyroid, adrenal, and reproductive glands.	☐	☐
10. Skin care and exercise are especially important during adolescence.	☐	☐
11. Washing your skin twice a day will cure acne.	☐	☐
12. Your emotions and actions affect others.	☐	☐

MYTHS AND TRUTHS ABOUT SEXUALITY

Circle the answer to the left of the statement.

T if you think the statement is true.
F if you think the statement is false.
? if you do not know the answer.

Underline words you do not know or understand.

1. **T F ?** Eggs from one ovary produce male children and eggs from the other ovary produce female children.
2. **T F ?** Babies grow in the mother's uterus.
3. **T F ?** Fertilization occurs when a sperm joins with an ovum.
4. **T F ?** Wet dreams happen when a boy urinates in bed.
5. **T F ?** The only time a boy has an erection is when he has sexual fantasies, wishes, or dreams.
6. **T F ?** If a girl kisses a boy, she will get pregnant.
7. **T F ?** If a male has an erection, he must ejaculate or else he'll get a stomachache.
8. **T F ?** Hormones are the chemical messengers in the body which cause changes in puberty.
9. **T F ?** Sperm and urine come out of the same body opening.
10. **T F ?** A girl cannot get pregnant if she has intercourse standing up.
11. **T F ?** Menstruation is getting rid of bad blood from the body.
12. **T F ?** Circumcision is why girls do not have penises and boys do.
13. **T F ?** The testes are the glands where sperm is made.
14. **T F ?** Both males and females urinate through their urethra.
15. **T F ?** It is not healthy for a girl to take a bath during her menstrual period.
16. **T F ?** Babies are born through the birth canal.
17. **T F ?** If you aren't growing at the same rate as other kids your age, it means something is wrong with you.

MYTHS AND TRUTHS ABOUT SEXUALITY

1. EGGS FROM ONE OVARY PRODUCE MALE CHILDREN, AND FROM THE OTHER, FEMALE CHILDREN.

   FALSE. Gender is determined by the chromosomes and since all ova carry the same pattern, it is the sperm cell that may influence whether a male or female is produced. Although the chromosomes found in the sperm determine sex, there are some differences between "male" and "female" sperm which ultimately have an impact on which sperm survives to join with the ovum. Therefore, both men and women biologically have some impact on whether the child will be male or female.

2. BABIES GROW IN THE MOTHER'S UTERUS.

   TRUE. Often people refer to the baby growing in mommy's "tummy," and there is much confusion about where pregnancy actually is located. The uterus or womb is a different organ than the stomach, although both are located in the abdomen.

3. FERTILIZATION OCCURS WHEN A SPERM JOINS WITH AN OVUM.

   TRUE. Fertilization occurs when one male sperm cell joins with one female ovum. This takes place in one of the fallopian tubes and travels down to implant in the lining of the uterus.

4. WET DREAMS HAPPEN WHEN A BOY URINATES IN BED.

   FALSE. Wet dreams occur when semen is passed through the penis during sleep and causes bedding to become wet. It has nothing to do with urination, although both boys and girls sometimes urinate while sleeping. Girls don't have "wet dreams."

5. THE ONLY TIME A BOY HAS AN ERECTION IS WHEN HE HAS SEXUAL FANTASIES, WISHES, OR DREAMS.

   FALSE. Erections may be caused by a variety of things which may include sexual fantasies or dreams. Other things that cause erections may be due to muscle tension, a full bladder, clothing, or for no apparent reason at all. Even small male infants experience involuntary erections.

6. IF A GIRL KISSES A BOY, SHE WILL GET PREGNANT.

   FALSE. Pregnancy can only occur when sperm joins with an ovum as the result of sexual intercourse or very close sexual contact such as ejaculation near the entrance to the vagina. People do not get pregnant from kissing or touching; pregnancy does not happen in swimming pools or in any way which does not involve intercourse. Pregnancy may result, however, any time a couple engages in sexual intercourse.

7. IF A MALE HAS AN ERECTION, HE MUST EJACULATE OR HE'LL GET A STOMACHACHE.

   FALSE. If a male has an erection and does not ejaculate, the penis will eventually become flaccid (soft) again without causing any damage. Erections may occur at any time and in no way indicate that sperm or semen need to be released.

8. HORMONES ARE THE CHEMICAL MESSENGERS IN THE BODY WHICH CAUSE CHANGES IN PUBERTY.

   TRUE. Both males and females have many hormones; some of which are released at the onset of puberty and are responsible for major changes in the body. Some of these hormones are testosterone (produced in the male testes), estrogen, and progesterone (produced in the female ovaries). There are many other types of hormones which affect the body in many ways.

9. SPERM AND URINE COME OUT OF THE SAME BODY OPENING.

   TRUE. There is one hole at the end of the penis through which either sperm and semen or urine pass. However, these are two totally separate processes and a male cannot ejaculate and urinate at the same time. A female has a special opening for urine to pass directly from the bladder. This opening has no other function. This opening leading from the bladder in both males and females is called the urethra.

10. A GIRL CANNOT GET PREGNANT IF SHE HAS INTERCOURSE STANDING UP.

    FALSE. Sperm cells can travel in any direction, including up. A female can get pregnant any time a sperm cell meets an ovum in the fallopian tube.

11. MENSTRUATION IS GETTING RID OF BAD BLOOD FROM THE BODY.

    FALSE. Menstruation is the periodic shedding of the lining in the uterus and is not "bad blood." This menstrual flow is made up of tissue and blood built up in the uterus in preparation for a fertilized egg. If the egg is not fertilized, this lining is shed from the body through the vagina.

12. CIRCUMCISION IS WHY GIRLS DO NOT HAVE PENISES AND BOYS DO.

    FALSE. All boys are born with a small amount of skin covering the end of the penis. For various reasons, doctors and parents may choose to have this removed. Some boys have circumcised penises (with the foreskin removed), and others do not. Both are perfectly healthy. Girls are born with a similar organ called the clitoris.

13. SPERM ARE MADE IN THE TESTES.

    TRUE. People often think that sperm is produced in the penis. The testes (there are two) produce sperm, and an erect penis ejaculates and releases sperm from the male body.

14. BOTH MALES AND FEMALES URINATE THROUGH THEIR URETHRA.

    TRUE. The male urethra is part of the penis. Females have a separate opening which leads directly from the bladder

15. IT IS NOT HEALTHY FOR A GIRL TO TAKE A BATH DURING HER MENSTRUAL PERIOD.

    FALSE. It is important to maintain cleanliness during menstruation by either showering or bathing. Some people also advise girls not to swim, engage in sports, or exert themselves in any way while menstruating. As long as she feels good, a girl may continue to do all those activities she would do when she is not menstruating. Sometimes women feel a bit tired or "achy" during the first day or two of menstruation. This is common and should not interfere with daily activities. If the feelings and discomfort are intense, she should consult with someone to determine what might be done to ease the discomfort.

16. BABIES ARE BORN THROUGH THE BIRTH CANAL.

    TRUE. Babies are born through the vagina or birth canal. Only females have a uterus and vagina. Sometimes a baby cannot pass through the vagina and must be removed directly from the uterus through an incision made in the lower abdomen. This is called a Cesarean or "C-section" and is performed in the hospital by a medical team.

17. IF YOU AREN'T GROWING AT THE SAME RATE AS OTHER KIDS YOUR AGE, IT MEANS SOMETHING IS WRONG WITH YOU.

    FALSE. There is great variation in the rate of growth. Some people are tall in 6th grade; others don't grow tall until high school. Many students worry they are either too tall or too short, that their voice will never change, or that they're the only ones who wear a bra, or that menstruation will never begin. Everyone goes through puberty at different times and at different rates. Look at any mixed group of kids, and chances are that you will observe enormous variations. All are well within the "normal" range.

Unit XI: Sample Lesson Plan

Lesson Objective No. 3: Explore the facts about the care and function of the female reproductive system.

Mental Set: Distribute Handout #8, "Female Reproductive Organs" and project Transparency #3 for a review of the female reproductive organs.

Rationale: To review facts and dispel misinformation which students may have regarding female sexuality.

Input and Modeling:

Key Concepts/Skills

Using teacher reference Supplements #2 and #3, explore with students important facts and information necessary to dispel their negative feelings and concerns. Encourage students to use proper terminology and to learn the functions and care of the female body parts. Inform them that the process of menstruation will be discussed in detail in the next lesson.

Guided Practice:

- Have students label their own copies of Handout #8 as discussion progresses.
- Show the film "Girl to Woman" and discuss its content.

Independent Practice: Give students an opportunity to think about and write questions on a piece of paper to put in a question box. Assure them that the origin of the questions is confidential.

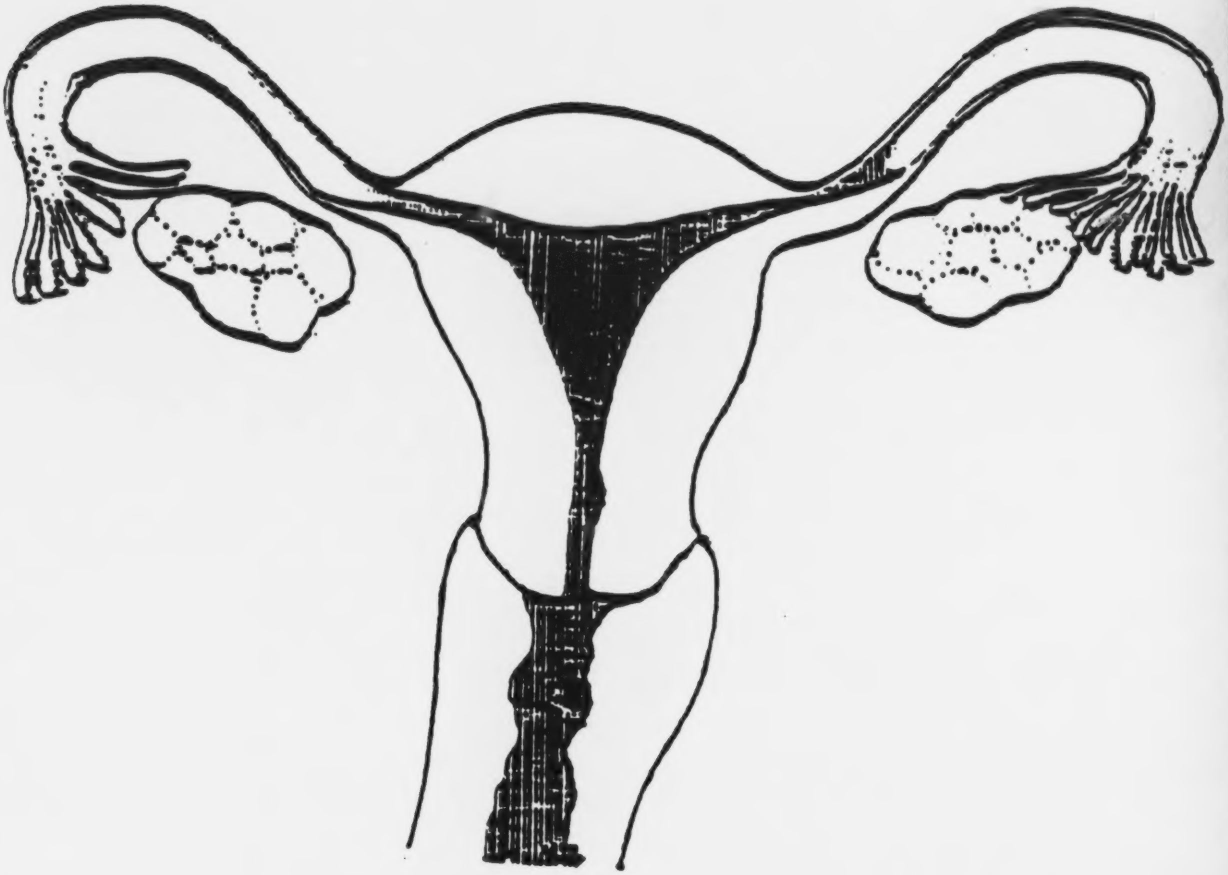
Have students write in their notebooks newly learned facts about the female reproductive system. Have them also name some "myth" or misinformation that was dispelled.

Lesson Assessment/Performance Criteria: Distribute Handout #9 and have students complete the chart. Check, correct, and discuss answers.

Reteaching/Extensions:
Ask volunteers to give the name and function of each body part of the female reproductive system as the diagram is projected on the screen.

Resources: *Choosing Good Health*, Chapter 2
Handouts #8 and #9
Transparency #3
Teacher Supplements #2 and #3
Film: "Girl to Woman," MP50393, Educational Service Center, Region XI

Female Reproductive Organs



TEACHER REFERENCE: DEFINITIONS

FOR TEACHER'S REFERENCE ONLY - Not to be distributed to the students

Abortion	- induced or spontaneous loss of pregnancy.
Abstinence	- voluntarily refraining from engaging in sexual activity.
Anus	- Opening of the rectum to the body through which bowel movement passes.
Bladder	- hollow organ that stores urine.
Breast	- secondary sex organ in women, producing milk after childbirth for infant nutrition.
Cervix	- lower part of the uterus that opens into the vagina.
Circumcision	- surgical removal of the foreskin of the penis.
Clitoris	- female organ similar to the male penis, a small oval body of erectile tissue that is very sensitive.
Ejaculation	- ejection of the seminal fluid (sperm) from the penis.
Embryo	- the product of conception up to about the 7th or 8th week.
Erection	- an action which causes the spongy tissue of the penis to fill with blood and become firm.
Fallopian Tubes	- tubes serving as a passageway for the ovum (egg) from the ovary to the uterus and for the spermatozoa (sperm) from the uterus to the ovary.
Fertilization	- union of the male sperm and the female egg (conception).
Fetus	- the product of conception in uterus from about the 7th week of gestation until birth.
Glands	- produce substances, including hormones, that help bodily functions.
Gonad	- organ that produces sex cells (ovary or testes).
Homosexual	- having sexual desire for or activity with a member of one's own sex.
Hormone	- chemical messenger in the body which regulates physical, emotional, and sexual systems.
Hymen	- membranous fold that normally partially covers the entrance to the vagina.
Intercourse	- the penis entering the vagina.

Masturbation	- stroking of your own sex organs.
Menarche	- beginning of menstrual cycle and reproductive function in the female.
Menstrual Cycle	- usually a 28-day cyclic buildup of the uterine lining, ovulation, and sloughing off of the lining in non-pregnant females (may range from 21-35 days).
Menstruation	- shedding of the uterine lining at the end of the menstrual cycle resulting in bloody discharge from the vagina.
Orgasm	- involuntary climax or height of sexual experience involving a series of muscular contractions and profound physiological bodily response.
Ovary	- female sex gland in which ova (egg) are formed and in which estrogen and progesterone are produced. There are usually two ovaries in the abdomen, one on each side of the uterus.
Ovulation	- process of discharging a mature ovum from an ovary; usually occurs 14 days prior to menses.
Ovum	- female reproductive cell; egg
Penis	- the external male organ of urination and intercourse.
Pregnant	- condition of having a developing embryo or fetus in the body after fertilization of the female's egg by the male's sperm.
Puberty	- period of time during which secondary sexual characteristics develop and the ability to reproduce is attained.
Scrotum	- skin-covered pouch that contains and protects the testes and their accessory organs. Helps to maintain an even temperature needed for sperm reproduction.
Sexually transmitted diseases	- infectious disorders contracted through intimate sexual contact with another person.
Spermatozoa	- mature sperm cells of the male produced by the testes.
Testes	- male sex gland in which sperm and testosterone are produced.
Testosterone	- male hormone responsible for the development of secondary male characteristics.
Uterus	- hollow, muscular organ in which the fertilized ovum is implanted and in which the developing fetus is nourished and grows until birth.
Urethra	- the canal extending from the bladder and opening to the outside of the body.
Vagina	- passageway between the external genitals and the uterus.

Vas deferens	- connection between the testes and penis.
Virgin	- a person who has not engaged in sexual intercourse.
Vulva	- external structure of the female genitals.
Wet dreams	- nocturnal emission; involuntary discharge of semen during sleep.
Zygote	- fertilized egg.

Teacher Reference: Female Reproductive System

TEACHER REFERENCE: FEMALE REPRODUCTIVE SYSTEM

A. The female reproductive cell is called the *ovum.*

  1. About 400,000 immature egg cells or ova are present at birth.

  2. About 400 ova will mature during a woman's life.

B. Ova are stored in two sex glands called *ovaries.*

  1. The ovaries produce estrogen and progesterone which regulate the menstrual cycle.

  2. Each month an ovum in one of the ovaries will mature and be released.

  3. These correspond to the testicles in the males since both testicles and ovaries produce reproductive cells.

C. The fallopian tubes are four to six inches long in a mature female. They curve around the ovaries and extend to the uterus. These tubes are the passageway through which the egg travels from the ovary to the uterus.

D. The *uterus* is a hollow, muscular organ, also called the *womb.*

  1. The uterus is designed to hold and nourish the fetus until birth.

  2. The opening of the uterus into the vagina is a ring of muscle called the *cervix.*

E. The *vagina,* also called the birth canal, extends from the uterus to the outside of the body.

F. At birth, the opening of the vagina is partly covered by a very thin membrane called the *hymen.*

G. The external genitalia is called the vulva.

  1. Pubic hair covers the two outer folds or *labia majora.* The inner folds are called *labia minora.*

  2. The labia cover and protect the vaginal opening.

  3. Above the vaginal opening is the *urethra,* a very small opening that releases urine.

  4. Also protected by the labia minora is a small, sensitive organ called the *clitoris.*

H. Behind all of these, and not covered by the labia, is the *anus,* an opening from the digestive system through which passes the body's waste materials.

Assessment Chart

Body Part	Function/Definition
Vagina	?
?	female reproductive cell, egg
Ovary	?
Vulva	?
?	membrane that covers entrance to vagina
?	lower part of uterus
Fallopian tubes	?
Uterus	?

Unit XI: Sample Lesson Plan

Lesson Objective No. 4: Describe the process of menstruation and methods of sanitary protection.

Mental Set: Introduce the lesson topic of menstruation by distributing Handouts #10 and #11. Ask students to review the handout showing the female reproductive system.

Rationale: To ease the transition from girl to woman by encouraging students to realize that the menstruation process is unique but normal for every female.

Input and Modeling:

Key Concepts/Skills Discuss the process of menstruation in detail using teacher reference Supplement #4 for background information. Have students refer to Handouts #10 and #11 for purposes of illustration and clarification.

Discuss various methods of sanitary protection including pads and tampons. Show a sample of each to the class and discuss the advantages and disadvantages of each.

Read and share the information in *Julie's Story* with the class. The story gives the class a more personal look at menstruation.

Guided Practice: Encourage students to contribute more questions to the question box. Select some of the questions, giving students the opportunity to answer the questions. Provide answers to the questions that students do not answer. Encourage but do not force discussion.

Independent Practice: Bring some additional reading to class and encourage students to read to themselves quietly and formulate questions for the question box.

Have students write in their notebooks any facts about menstruation that they learned for the first time and any myths that were dispelled.

Lesson Assessment/Performance Criteria:

1. Write the four stages or phases of menstruation on the chalkboard. Ask for volunteers to explain each phase. Ask the class if they agree with the explanation by indicating "thumbs-up" or "thumbs-down." Have students clarify the explanation until all students agree.

2. On a large calendar, have students mark the correct days on which to expect a menstrual cycle to begin and end.

Reteaching/Extensions: Invite a nurse or gynecologist to speak to the class on concerns which students may have about menstruation.

Resources: Film: "Dear Diary."
Julie's Story, by Kimberly Clark
Handouts #10 and #11
Teacher Reference Supplement #4

AVERAGE 28 MENSTRUAL CYCLE

Some time between the ages of 9 and 16, most girls begin to menstruate (to have periods). G

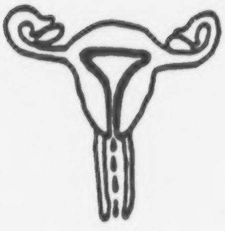
During menstruation, a small amount of bloody fluid comes out of the girl's vagina. I

This is a normal process and another sign that a girl is growing up. R

L

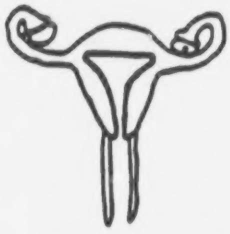
Most girls have their periods about every 28 days. When a girl begins to menstruate, her periods may come at different times for the first year or so. S

AVERAGE 28 DAY MENSTRUAL CYCLE



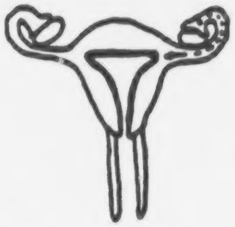
Days 1-5

Menstruation—the blood-filled lining of the uterus leaves the body through the vagina.



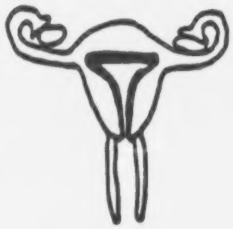
Days 6-13

Egg cell in ovary ripens. Lining of uterus thickens as it prepares to receive a possible fertilized egg.



Day 14

Ovulation—egg cell is released from ovary into fallopian tube.



Days 15-28

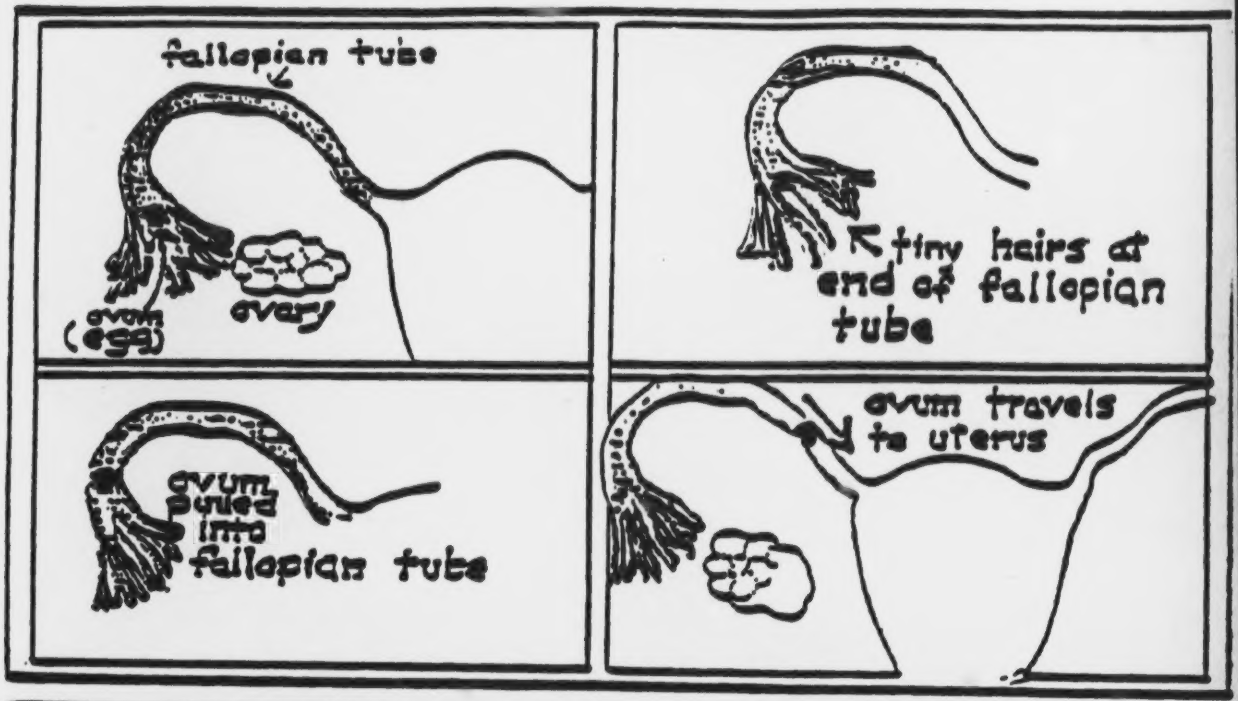
Egg cell travels through fallopian tube and into uterus. If egg cell is fertilized, it attaches to lining of uterus. If not fertilized, egg leaves the body with the next menstrual flow.

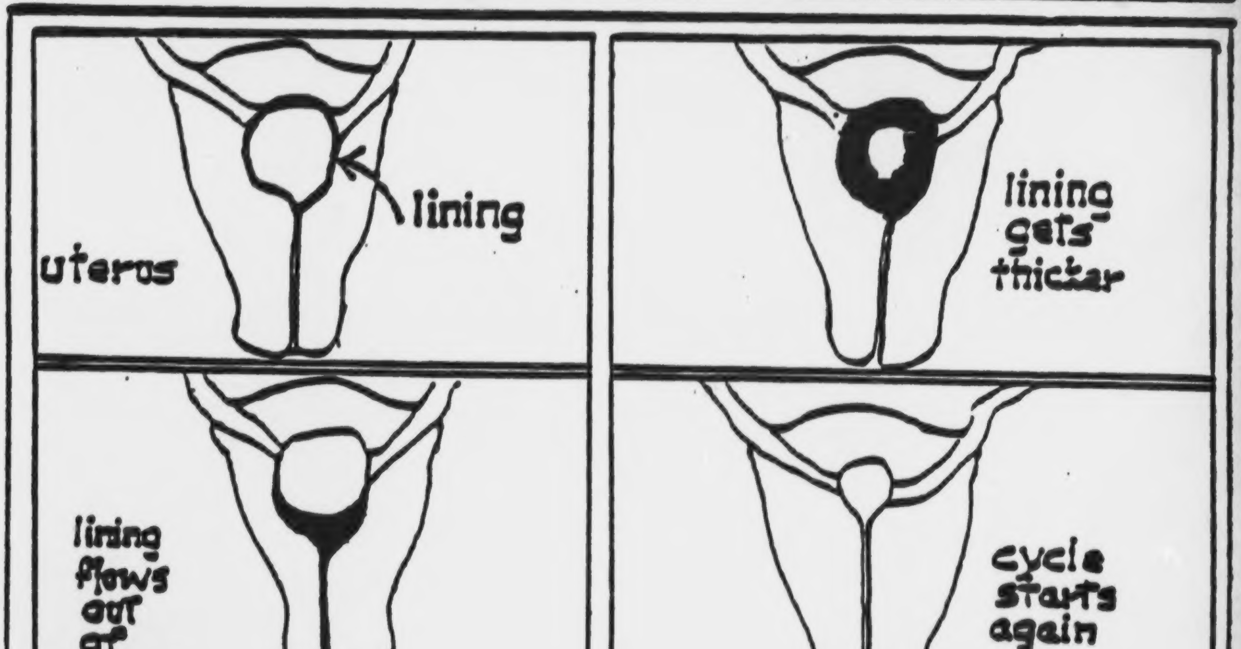
Most girls are only a little uncomfortable during their periods. Sometimes a girl will have cramping pains in her abdomen or lower back. If her cramps are very uncomfortable, a girl should see her doctor.

Either menstrual pads (sanitary napkins) or tampons can be used to absorb the menstrual flow. Menstrual pads are worn inside a girl's underwear. They absorb the flow as it leaves the vagina. Tampons are worn inside the vagina. They absorb the menstrual flow before it leaves the body. A girl will want to talk with her mother or another adult about whether to use pads or tampons.

A girl who is menstruating does not need to act differently or take special precautions. She can exercise, swim and bathe normally. She only needs to keep her body clean and healthy. Menstruation is a normal and important part of being a woman. It signals that a female's body is growing up and is able to produce a baby.

Menstrual Cycle


fallopian tube
ovum (egg)
ovary
tiny hairs at end of fallopian tube
ovum pulled into fallopian tube
ovum travels to uterus


uterus
lining
lining gets thicker
lining flows out of uterus
cycle starts again

TEACHER REFERENCE: MENSTRUATION

A. Menstruation occurs when the lining (the endometrium) of the uterus begins to slough off the walls and slowly pass out of the body through the vagina.

B. Menstruation usually begins between the ages of nine and sixteen, and it is normal to begin earlier or later.

C. Menstruation may begin before ovulation takes place, and ovulation may take place before the first menstruation.

D. The menstrual flow is quite slow and gradual. The first sign of menstruation will be a small spot of discharge, not a "gushing." (As mentioned earlier, the teacher should make a special effort to alleviate the common fear that a large amount of blood will gush out.)

E. The first periods are often very irregular. It is not uncommon to skip a month or to have periods close together.

F. Length of periods varies from two days to a week.

G. Gradually, a regular cycle will be established, but it is still quite normal and common during the teen years to have irregular periods.

Soon after puberty begins, young girls and their mothers will need to prepare for the first menstrual period.

Girls will want to discuss with their parents the different things they will need when their periods start.

The class should understand how teachers, school nurses, and other adults at their school are ready to help girls if the need arises.

Some people feel uncomfortable just before and during their period. There are some simple things that can help.

1. The body may retain more water at this time. Cutting down on salty foods will help prevent water retention.

2. Exercise speeds up circulation and helps ease tension or headache. Exercise also relieves constipation which frequently increases the feelings of discomfort.

3. Drinking several glasses of water each day will aid digestion and lessen constipation.

4. Most girls will feel better if they get plenty of sleep during their period.

5. If girls do get cramps, there are several things they can do.
   a. Use a hot water bottle on the abdomen or on the back if that is where the cramps are.
   b. Drink a hot beverage. (Camomile, comfrey and/or raspberry leaf tea are sometimes suggested due to high calcium content and reported cramp relief.)

   c. Take a walk.

   d. Rub or massage the abdomen (or ask someone to rub your back if it aches).

   e. Get on elbows and knees so the uterus is hanging down, which helps it to relax.

   f. Lie on the back with knees up; move the knees in small circles.

6. Most of all, since menstruation is natural and normal, girls should continue their usual routine unless it causes discomfort.

Unit XI: Sample Lesson Plan

Lesson Objective No. 5: Explore the facts about the care and function of the male reproductive system.

Mental Set: Distribute Handout #12, "Male Reproductive Organs" and project Transparency #4 for a review of the male reproductive organs.

Rationale: To dispel any myths and misinformation that students may have about male sexuality.

Input and Modeling:

Key Concepts/Skills Using teacher reference Supplement #5, "Male Reproductive System," explore facts and information with students that will help to dispel any disturbing feelings and concerns they may have. Encourage students to use proper terminology and to learn the functions and care of the male body parts. Refer to reference Supplement #1.

Guided Practice: Have students label correctly their copies of Handout #12 as discussion progresses.

Show the films "Boy to Man" and "Am I Normal?" and discuss the content.

Independent Practice: Give students an opportunity to think about and write down more questions for the question box. Remind them not to put their names on the questions.

Have students write in their notebooks newly learned facts about the male reproductive system. Have them also name some "myth" or misinformation that was dispelled.

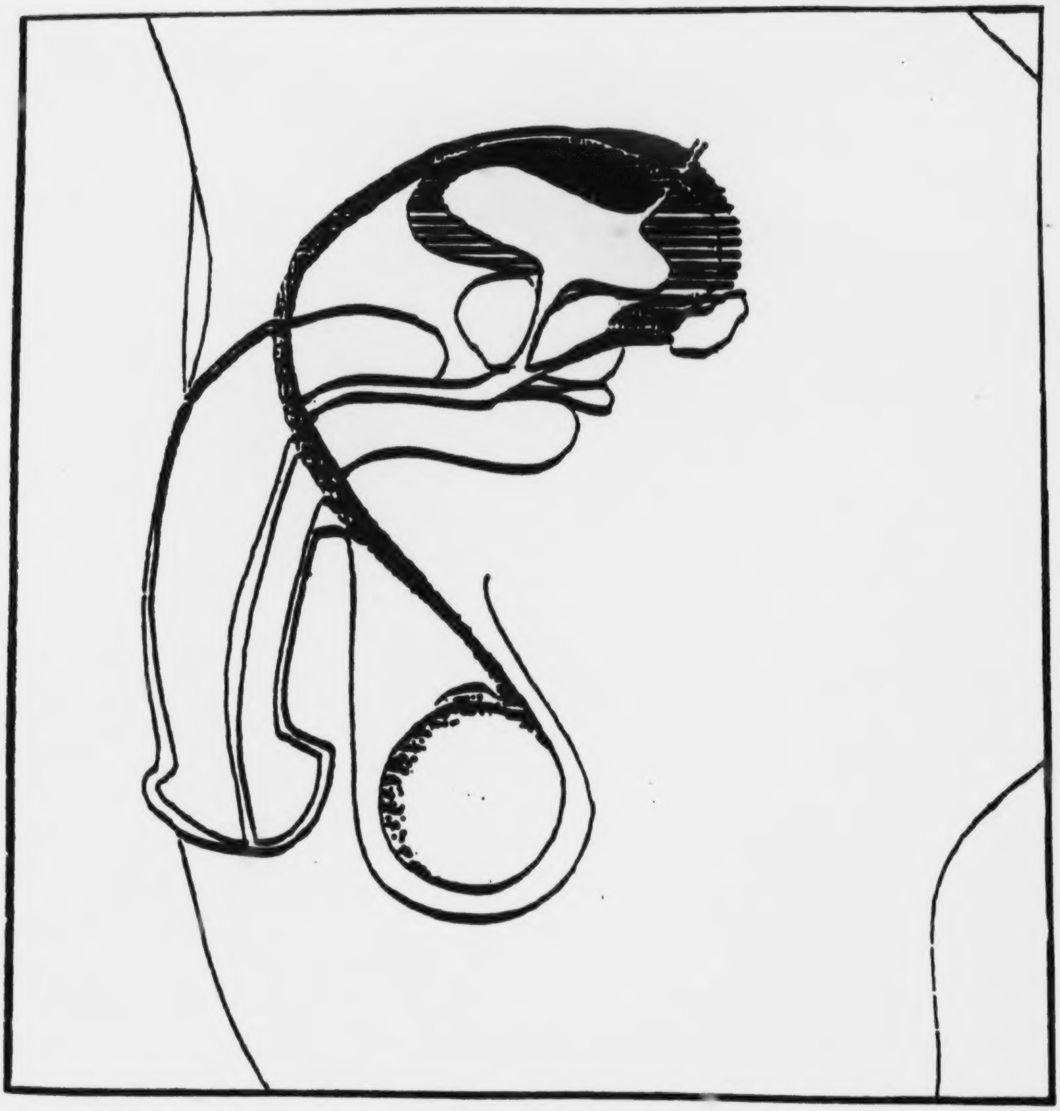
Lesson Assessment/Performance Criteria: Distribute Handout #13 and have students complete the chart. Check, correct, and discuss answers.

As an assessment for both the female and male vocubulary, have students complete Handout #14, "Vocabulary Puzzle."

Reteaching/Extensions: Ask volunteers to give the name and function of each body part of the male reproductive system as the diagram is projected on the screen.

Resources: *Choosing Good Health*, Chapter 2
Handouts #12 - #14
Transparency #4
Teacher Supplement #1 and #5
Films: "Boy to Man," MP50303, Educational Service Center, Region XI
"Am I Normal?" Planned Parenthood

Male Reproductive Organs



TEACHER REFERENCE: DEFINITIONS

FOR TEACHER'S REFERENCE ONLY - Not to be distributed to the students

Abortion	induced or spontaneous loss of pregnancy.
Abstinence	voluntarily refraining from engaging in sexual activity.
Anus	Opening of the rectum to the body through which bowel movement passes.
Bladder	hollow organ that stores urine.
Breast	secondary sex organ in women, producing milk after childbirth for infant nutrition.
Cervix	lower part of the uterus that opens into the vagina.
Circumcision	surgical removal of the foreskin of the penis.
Clitoris	female organ similar to the male penis, a small oval body of erectile tissue that is very sensitive.
Ejaculation	ejection of the seminal fluid (sperm) from the penis.
Embryo	the product of conception up to about the 7th or 8th week.
Erection	an action which causes the spongy tissue of the penis to fill with blood and become firm.
Fallopian Tubes	tubes serving as a passageway for the ovum (egg) from the ovary to the uterus and for the spermatozoa (sperm) from the uterus to the ovary.
Fertilization	union of the male sperm and the female egg (conception).
Fetus	the product of conception in uterus from about the 7th week of gestation until birth.
Glands	produce substances, including hormones, that help bodily functions.
Gonad	organ that produces sex cells (ovary or testes).
Homosexual	having sexual desire for or activity with a member of one's own sex.
Hormone	chemical messenger in the body which regulates physical, emotional, and sexual systems.
Hymen	membranous fold that normally partially covers the entrance to the vagina.
Intercourse	the penis entering the vagina.

Masturbation	- stroking of your own sex organs.
Menarche	- beginning of menstrual cycle and reproductive function in the female.
Menstrual Cycle	- usually a 28-day cyclic buildup of the uterine lining, ovulation, and sloughing off of the lining in non-pregnant females (may range from 21-35 days).
Menstruation	- shedding of the uterine lining at the end of the menstrual cycle resulting in bloody discharge from the vagina.
Orgasm	- involuntary climax or height of sexual experience involving a series of muscular contractions and profound physiological bodily response.
Ovary	- female sex gland in which ova (egg) are formed and in which estrogen and progesterone are produced. There are usually two ovaries in the abdomen, one on each side of the uterus.
Ovulation	- process of discharging a mature ovum from an ovary; usually occurs 14 days prior to menses.
Ovum	- female reproductive cell; egg
Penis	- the external male organ of urination and intercourse.
Pregnant	- condition of having a developing embryo or fetus in the body after fertilization of the female's egg by the male's sperm.
Puberty	- period of time during which secondary sexual characteristics develop and the ability to reproduce is attained.
Scrotum	- skin-covered pouch that contains and protects the testes and their accessory organs. Helps to maintain an even temperature needed for sperm reproduction.
Sexually transmitted diseases	- infectious disorders contracted through intimate sexual contact with another person.
Spermatozoa	- mature sperm cells of the male produced by the testes.
Testes	- male sex gland in which sperm and testosterone are produced.
Testosterone	- male hormone responsible for the development of secondary male characteristics.
Uterus	- hollow, muscular organ in which the fertilized ovum is implanted and in which the developing fetus is nourished and grows until birth.
Urethra	- the canal extending from the bladder and opening to the outside of the body.
Vagina	- passageway between the external genitals and the uterus.

Vas deferens	- connection between the testes and penis.
Virgin	- a person who has not engaged in sexual intercourse.
Vulva	- external structure of the female genitals.
Wet dreams	- nocturnal emission; involuntary discharge of semen during sleep.
Zygote	- fertilized egg.

Teacher Reference: Male Reproductive System

A. The male reproductive cells are the *sperm*, which are produced in the *testicles* or *testes*.

B. The testes are two sex glands located in a sac called the *scrotum*.

1. The testicles form inside the body during fetal development and descend into the scrotum before birth. Sometimes one testicle may not descend, and a boy will need medical treatment to correct the condition.

2. The scrotum protects the glands by helping to maintain an even temperature needed for sperm production.

3. In cold air or water, the scrotum will shrink and pull the testes closer to the body for warmth. When the body is warm, the scrotum will hang loosely to move the testes away from the body.

4. The testicles correspond to the ovaries in women because both ovaries and testicles produce reproductive cells.

C. Production of sperm cells starts in early puberty.

1. Messages from the pituitary gland in the brain signal the development of *testosterone*, the male sex hormone which prompts the production of sperm.

2. Although a male is physically capable of impregnating a woman at this time, the task of being a father in our complex society requires a greater level of maturity.

3. Sperm cells are so small they can only be seen by use of a microscope.

D. Sperm are stored in small tubes in the testicles.

1. Sperm move from the testicles through the *vas deferens* in a fluid called *semen*, which sustains the sperm before they are released from the body (ejaculation).

2. The vas ends where it joins the *urethra*.

E. Both urine and sperm are released from the body through the urethra. When sperm are released (ejaculation), a valve closes off the flow of urine.

F. When a male has strong sexual feelings, the blood flow out of the *penis* is slowed down and the spongy tissue of the penis fills with blood, causing the penis to become firm. This action is called an *erection*.

1. This happens before *sexual intercourse* but also from dreams or sexually exciting pictures or circumstances. Erections may occur when simply looking at or being near someone to whom the male is attracted.

2. Males may have a release of semen at night which is called *nocturnal emission* or "wet dreams."

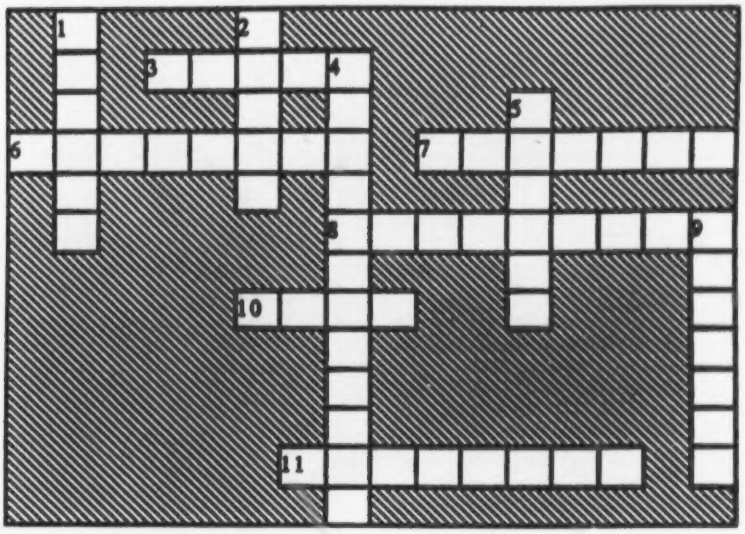
G. Behind the genitalia, at the lower end of the buttocks, is the *anus*, an opening from the digestive system for eliminating wastes.

Assessment Chart

Body Part	Function/Definition
Scrotum	?
?	fluid that carries sperm
?	male reproductive cells
Testicles	?
Testosterone	?
?	tube that joins testicles to urethra
?	male reproductive organ
Nocturnal Emission	?

Assessment

VOCABULARY PUZZLE



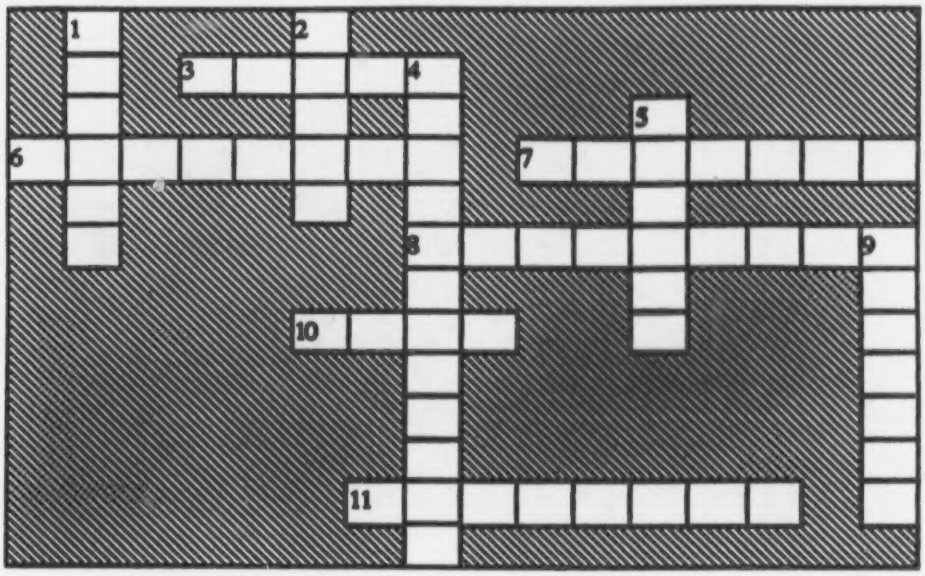
ACROSS

3. The male sex cell which can fertilize an ovum is called a ______ cell.
6. When a male's penis becomes larger and firmer, this is an ________________.
7. The ________ produce female hormones and store egg cells.
8. The ________ produce sperm cells and the male hormone.
10. An ________ is released from the ovary about once a month in mature females.
11. ________ are produced in the sex glands of both males and females and cause the changes of puberty.

DOWN

1. A fertilized ovum (egg) attaches and grows in a woman's ________________.
2. The male reproductive organ is the ______________.
4. About once a month the lining of the uterus breaks down and leaves the body. This is called ____________.
5. The opening where this menstrual fluid comes out of the body is the ______________.
9. The ______________ is the thick pouch of skin that holds a male's testicles.

VOCABULARY PUZZLE



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ACROSS: 3-sperm, 6-erection, 7-ovaries, 8-testicles, 10-ovum, 11-hormones
DOWN: 1-uterus, 2-penis, 4-menstruation, 5-vagina, 9-scrotum

Unit XI: Sample Lesson Plan

Lesson Objective No. 6: Describe the emotional and social changes experienced by the adolescent.

Mental Set: Have students read "Changing Emotions" on pp. 47-48 of their textbooks. Tell students that although this course started at the beginning of the year with activities on emotions, feelings, and self-concept, we are going to take one more look at the changes which they experience as adolescents.

Rationale: To give students an opportunity to re-evaluate themselves as adolescents and to think about changes which may have occurred within themselves since the course began.

Input and Modeling:

Key Concepts/Skills

1. Distribute information on "Feelings," Handout #15. Conduct a discussion emphasizing the fact that students will be expected to understand more about the mood changes which they will experience during adolescence.

2. Review the physical changes students have experienced and add that there is still another kind of change taking place at the same time. These changes are called "emotional changes." Emphasize the fact that these changes should cause concern only if the changes cause students to feel or act differently. Reassure the students that these feelings are normal. Stress that the way people express their emotions is what makes them individuals. Feelings are special and make us different from others.

3. Ask students, "If you could look and act like anyone in this world, who would it be? Why?" Students will share opinions with class to present a positive self-projection.

Guided Practice: Have students form groups and brainstorm answers to the following questions: (Use Transparency #5.) Have groups share their answers.

1. What activities do you do that help you to feel positive about yourself?

2. What can you say to yourself and others to help build a positive self-concept?

3. What can you say to others to help them feel positive about themselves?

Independent Practice: Have students complete "Thinking About Me," Handout #16.

Lesson Assessment Items/Performance Criteria: Have students complete the pretest/posttest, Handout #3.

Reteaching/Extensions: Show students the filmstrips from the multimedia kits:
KT 02449--"Adolescent Experience--Interpersonal Relationships."
KT 02451--"Adolescent Experience--Understanding Emotions, Adolescent Conflicts" and "Discovering Your Personality."

Unit XI Lesson Objective 6 (continued)

Resources: *Choosing Good Health*, Chapter 2
Transparency #5
Handouts #3, #15-#17
Multimedia Kits, Education Service Center, Reg. XI

FEELINGS

Your body isn't all that is changing. Your emotions are changing, too--and this is sometimes confusing.

Sooner or later, we all worry about both our bodies and our feelings. For example, girls who get breasts before anyone else in the class and boys whose voices get deeper before others can be very self-conscious and wish they were "kids" again. Those who don't change as early may envy their more "grown-up" friends and worry that they will never catch up.

So, try to remember that everybody is different. Some are tall, some are short. Some girls have big breasts, some have small ones. Some boys are large and muscular, others are thin and less muscular. An important part of growing up is learning to like your body as it is, even if it is not exactly what you want.

As your body changes, so do your feelings. Your feelings may be very strong and then change very quickly. You may be happy one minute, angry or sad the next. These quick mood changes can be confusing and embarrassing.

As you grow older, you find that friendships become more important. You want to be liked, to have friends, and to fit in. But sometimes you feel left out and lonely--just about everyone does.

You also want to form new and different friendships with the opposite sex. But you may feel awkward and shy at first. Joining activities with people of both sexes will help you feel less shy and uncomfortable.

Often young people have problems at home during these years. You want a new, more adult relationship with your parents, but are unsure about how to get it. It may help to know that your parents want the best for you and want you to be happy. Remember, this is a time of change for your parents, too. They are learning how to live with a new, more grown-up person and it can be hard--for both you and your parents.

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Brainstorming

- What activities do you do that help you to feel more positive about yourself?
- What can you say to yourself and others to help build a positive self-concept?
- What can you say to others to help them feel positive about themselves?

THINKING ABOUT ME

The objective of the activity is to give students the opportunity to see themselves as individuals.

Directions: Think about the physical, mental, and emotional traits which make you an individual of whom you are proud. List your characteristics in these columns below:

Physical	Mental	Emotional
(Looks/Appearances)	(Academic/Grades)	(Feelings/Relationships)

Summarize the information in the sections above and write a brief paragraph about what makes you a special person.

Why I Am a Special Person

Unit Test

(Use as Pretest and Posttest.)

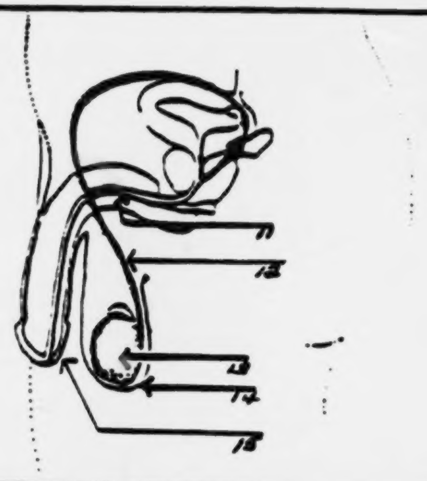
Directions: Circle "T" if the statement is true and "F" if the statement is false.

1. T or F Hormones are the chemical messengers in the body.
2. T or F Not growing at the same rate as other kids your age is usually normal.
3. T or F Fertilization occurs when a sperm joins with an egg.
4. T or F Menstruation occurs about once a month when the lining of the uterus breaks down and leaves the body.
5. T or F Frequent bathing is unnecessary during puberty.

Directions: Match the definition from Column 1 with the word it describes in Column 2.

Column 1	**Column 2**
6. Gland that produces sperm	A. Penis
7. Tube in penis through which urine and semen are released	B. Urethra
8. Two tubes that allow sperm to pass from the testicles	C. Scrotum
9. The male sex and urinary organ	D. Testicle
10. The external pouch that contains the testicles	E. Vas deferens

Directions: Using the letters in Column 2 above, match the term to the numbered part in the diagram below.



Directions: Match the definition from Column 1 with the word it describes in Column 2.

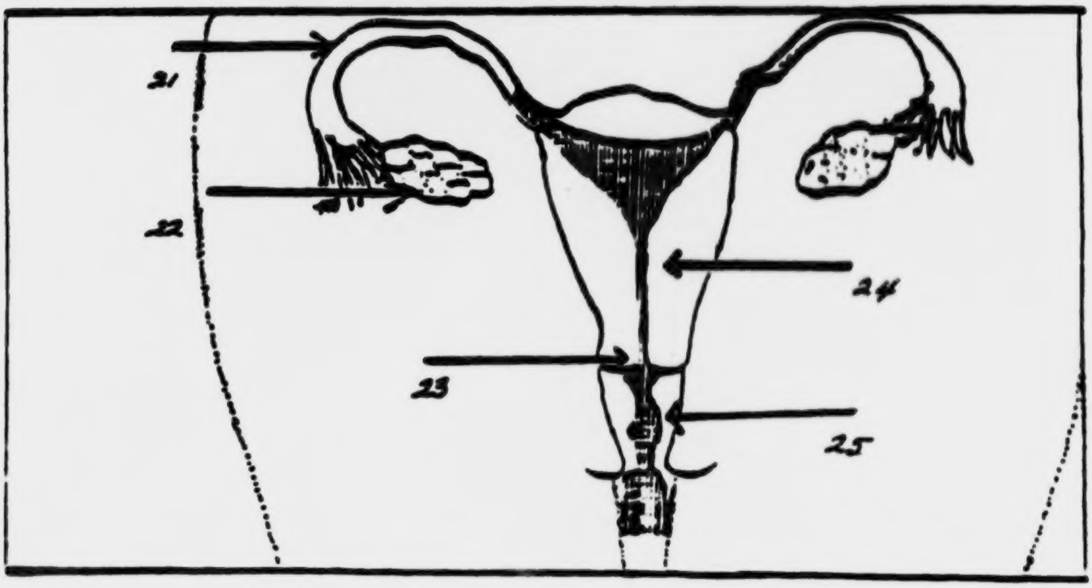
Column 1

16. Organ in which fetus grows and develops until birth
17. Female organ in which egg cells and sex hormones are produced
18. Narrow end of uterus which opens into the vagina
19. Either of two tubes through which an egg released from an ovary each month travels to the uterus
20. Passage that leads from the uterus to the outside of the body

Column 2

A. Cervix
B. Fallopian Tube
C. Ovary
D. Uterus
E. Vagina

Directions: Using the letters in Column 2 above, match the term to the numbered part of the diagram.



UNIT TEST/ANSWER KEY

1. T
2. T
3. T
4. T
5. F
6. D
7. B
8. E
9. A
10. C
11. B
12. E
13. D
14. C
15. A
16. D
17. C
18. A
19. B
20. E
21. B
22. C
23. D
24. A
25. E

UNIT FEEDBACK SHEET

Please complete this form upon completing the unit and send it to Polly Stringfield, Assistant Director of Athletics, Health and Physical Education.

	Not at all	Somewhat	Very well
1. The information provided is relevant to the major objective.	________	________	________
2. The lessons are presented at the appropriate level of difficulty.	________	________	________
3. The instructional activities ensure the acquisition of content and skills.	________	________	________
4. A variety of teaching approaches is utilized.	________	________	________
5. Assessment items measure objectives.	________	________	________
6. Materials and resources are useful.	________	________	________

7. What additions, deletions, or changes do you suggest? Attach any instructional activities and/ or assessments that you want to suggest.

Suggestions:

____

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SAFETY

MIDDLE SCHOOL

SAFETY

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Fort Worth, Texas
1989

DRAFT DOCUMENT FOR REVIEW, RESPONSE AND RECOMMENDATION

Physical and Psychological Safety

- Social Studies
- Science
- Exploratory Homemaking
- Technology and Trade and Industrial Education
- Health

PHYSICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	• Substance Abuse (H,S) • School Safety Rules (S) • Travel to and from School (H)	• Substance Abuse (S) • School Safety Rules (S,TI) • Infectious Diseases (H,S) • Home Safety Rules (EH)	• School Safety Rules (S,TI) • Home Safety Rules (EH)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	• Family Members (H) • School Personnel (H,S)	• Family Members (EH) • School Personnel (TI)	• Family Members (EH) • School Personnel (TI)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	• Maintaining a Healthy Environment (H)	• Personal Responsibilities (TI) • Government Regulations for Substance Abuse (S) • Support State Laws (SS,TI) • Support Federal Laws (TI) • Respecting and Supporting Laws of Society (SS)	• Personal Responsibilities (SS,TI) • Support State Laws (TI) • Support National Laws (SS,TI)

PSYCHOLOGICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	• Identifying Effects of Laws, Mores, and Customs (SS) • Taking Risks (H) • Making Decisions (SS,H,S)	• Accepting Consequences of Decisions (SS,EH) • Making Decisions (EH)	• Accepting Consequences of Decisions (SS,EH) • Making Decisions (EH)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	• Promoting Self-Concept (H)	• Demonstrating Respect for Self and Others (SS) • Personal Appearance (EH)	• Demonstrating Respect for Self and Others (SS) • Personal Appearance (EH)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	• Promoting Healthy Relationships (H,S)	• Dealing with Peer Pressure (S) • Self Understanding and Responsibility (EH)	• Self Understanding and Responsibility (EH)

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADES 7-12 Attitudes/Values/Skills	GRADE 6	GRADE 7	GRADE 8
• Recognize that individuals must accept the consequences of their decisions	• Describe how the laws, mores, and customs of a society affect behavior	• Demonstrate respect for self and others	• Demonstrate respect for self and others
• Respect the laws of one's society and work responsibly to change laws that one judges to be unjust	• Recognize that decisions made in one's self-interest may benefit others		• Identify examples of democratic beliefs and personal responsibilities
• Support the rules and laws of one's school, community, state, and nation			

SCIENCE
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADES 6	GRADE 7	GRADE 8	
• Identify components of the scientific method • List harmful effects of tobacco used in any form • Identify alcohol as the drug that is most abused by people in the United States • Classify groups of harmful drugs and list their effects on the body	• Identify and apply the scientific method • Identify infectious diseases giving cause, transmittal method (including AIDS and other sexually transmitted diseases) • Cite harmful effects of the use of alcohol, tobacco and drugs and determine alternate courses of action in dealing with peer pressure		
	• Demonstrate knowledge of the laws and governmental regulations relating to the production, distribution, and use of alcohol and other drugs		
	• Cite harmful effects of the use of alcohol, tobacco, and non-prescription drugs and determine alternate courses of action in dealing with peer pressure		

EXPLORATORY HOMEMAKING
PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADES 7-8
		• Identify tasks involved in routine home care
		• Recognize the role of safety in home care
		• Observe safety practices in the kitchen
		• Use correctly and safely the various types of pressing equipment
		• Describe the responsibilities of parents and babysitters
		• Identify safety factors to consider when selecting toys and caring for children
		• Relate in- and out-of school interests and activities to intellectual development of adolescents
		• Describe the factors that influence one's personal appearance
		• Analyze the factors that contribute to self-acceptance
		• Identify the most visible signs of physical development during adolescence
		• Analyze the influence of physical development on the adolescent
		• Analyze various food factors contributing to meal patterns and food habits

TECHNOLOGY EDUCATION AND TRADE AND INDUSTRIAL EDUCATION

PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADES 7-8
		• Identify concepts and skills related to safety and safe working conditions
		• Demonstrate safe operation and use of selected tools and equipment to avoid injury
		• Maintain safe conditions in the laboratory
		• Select a commercially made product and prepare a maintenance program for it
		• Investigate appropriate state and federal safety laws
		• Prepare safety posters for the use of power tools and equipment
		• Demonstrate proper safety procedures

HEALTH EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
	• Identify daily practices which promote self-concept		
	• Appraise individual strengths in relation to developing a positive self-concept		
	• Identify behaviors and friendships that promote healthy relationships		
	• Choose appropriate behaviors when forming new friendships		
	• Identify ways to prevent unnecessary accidents at home and school		
	• Identify safety practices related to travel to and from school, including bicycling and walking		
	• Explore the roles of risk-taking and consequences when making decisions • Explain effects of substance abuse on the family • Name methods of prevention for major communicable diseases including AIDS		
	• Identify personal responsibilities in maintaining a healthy environment		
	• Recognize personal sexual rights and responsibilities		

PHYSICAL SAFETY, GRADE 6

	Resources	
PRACTICES AND RULES OF SAFETY	**Instructional**	**Community**
Travel to and from School		
(Local Objective: H-38)		
ACTIVITY: Review the traffic laws, signals, and signs for automobiles, bicyles, and pedestrians. Divide students into groups and have them list ways that various weather conditions (fog, snow, rain) affect safety when traveling to and from school. Also, have them list safety precautions for each weather condition.	*Choosing Good Health*, Scott, Foresman, pp. 104-109 *Grade 6 Health*, p. 9	3 14
Assessment: Assign a mode of transportation to each group. Have each group present to the class its list of safety precautions for that mode of transportation.		
PEOPLE HELP EACH OTHER TO BE SAFE		
Family Members		
(Local Objective: H-37)		
ACTIVITY: Have students make a list of items which are needed to make up a first-aid kit for home. Use Handout #4, "Family First-Aid Supplies," in *Grade 6 Health* . This activity provides an opportunity for family members to work together on a health-related theme.	*Choosing Good Health*, Scott, Foresman, pp. 116-124 *Grade 6 Health*, pp. 21-22	3 10 11
Assessment: Examine students' lists of first-aid items to see if all necessary items are included. Allow students to share with the class the experience of working on this assignment with family members.		
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Maintaining a Healthy Environment		
(Local Objective: H-42)		
ACTIVITY: Have students read the story, "Could This Really Happen?" located in the sixth-grade health curriculum. Discuss with students the possibility of humans actually destroying the environment and themselves along with it because they had not been able to stop pollution.	*Choosing Good Health*, Scott, Foresman, Chapter 9 *Grade 6 Health*, pp. 25-31	3
Assessment: Have students list five ways they presently take responsibility for protecting the environment and five things that they could do to protect the environment that they are not presently doing. Have the class react to the following statement: "I'm just one person; my actions don't really make a difference."		

PSYCHOLOGICAL SAFETY, GRADE 6

BEHAVIOR AND CONSEQUENCES

Taking Risks

(Local Objective: H-14)

ACTIVITY: Discuss with students the effects of positive and negative risks. Have students refer to the "Thinking About Taking Risks" handout in the sixth-grade health curriculum.

Resources	
Instructional	Community
Grade 6 Health, pp. 27-37	4 5 7 20 22

Assessment: Have students write answers to the following questions:

1. What have you learned about taking risks?
2. Explain how risks may have both positive and negative consequences.
3. Give two examples of positive risks and two examples of negative risks.

DEVELOPING A POSITIVE SELF-CONCEPT

Promoting Self-Concept

(Local Objectives: H-2, 5)

ACTIVITY: Discuss with students the concept of validating others to help promote self-concept. Divide students into groups of four or five. Have each student write his/her name on the top of a sheet of paper and pass the sheet to the other students in the group. Each student will write a validation statement about the student whose name is at the top of the sheet. When all statements have been written and returned, ask each student to read silently his/her own validation statements.

Instructional	Community
Grade 6 Health, pp. 7-11 *Choosing Good Health*, TE, p. T13	7 20 22

Assessment: Have students answer the following questions:

1. How did the validation statements about you make you feel?
2. How did you like validating others?
3. In what ways does being validated help self-confidence?
4. How can we share this validation lesson with our families?

EMOTIONS AND THEIR EFFECTS

Promoting Healthy Relationships

(Local Objective: H-7)

ACTIVITY: Following a discussion on recognizing the rights and responsibilities which we all have toward ourselves and others, distribute the handouts on "Suggested Sexual Rights and Responsibilities for Boys: and "Suggested Sexual Rights and Responsibilities for Girls" and lead students in a discussion of each item.

Instructional	Community
Grade 6 Health, pp. 17-27	5 8 13 15 17 19 21

Resources	
Instructional	Community

Assessment: Have students write answers to the following questions:

1. Do young men and women have the same rights when they are socializing? The same responsibilities? Explain.
2. How might some of the responsibilities learned as an adolescent carry over into adult life?
3. Why is it important that individuals respect each other's sexual rights?

PHYSICAL SAFETY, GRADE 7

	Resources	
PRACTICES AND RULES OF SAFETY	**Instructional**	**Community**
Substance Abuse		
(Local Objective: S-8.3)		
ACTIVITY: Have students identify the effects of stimulants, depressants, hallucinogens, and toxic substances on the human body. Assign the activity "An Imaginary Encounter with Drugs," page 376, *Life Science*.	*Life Science*, Addison-Wesley, pp. 369-376	4 7 9 20
Assessment: 1. Give a student the name of a specific drug and have him/her classify it as one of the major types and tell its effect. 2. Name several people or organizations that might help someone who is pressured to use drugs.		
School Safety Rules		
(Local Objectives: S-1, 2, 3, 4, 5) (State Objectives: TI- 75.50.4, 75.50.7B, 75.85.6, 75.85.6C)		
ACTIVITY: Require students to read the safety section in the previous chapter as well as list of safety rules in Appendix C in Prentice Hall, *Earth Science*. Have students review safety procedures for each investigation before performing it.	*Earth Science*, Prentice Hall, pp. 28-29, 561	10
Assessment: Have students answer the following: 1. What is the most important general rule to remember when working in the laboratory. 2. Name at least two safety precautions in working with heating equipment, chemicals, and glassware.		
Infectious Diseases		
(Local Objective: S-8.1)		
ACTIVITY: Describe the pathogens that cause communicable diseases and their path of entry into the body. Have students study or prepare a chart on communicable diseases including sexually transmitted diseases.	*Life Science*, Addison Wesley, pp. 243, 244	1 7
Assessment: Have students write a brief summary on a communicable disease including its cause, prevention, and treatment.		
Home Safety Rules		
(State Objectives/Activities: TI-75.504, 75.50.7A, 75.85.6, 75.85.6C)		3 11

PHYSICAL SAFETY, GRADE 7

	Resources	
	Instructional	Community
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Support National Laws		
(State Objectives/Activities: TI-75.85.6C, 75.85.8C)		3
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Respecting and Supporting Laws of Society		
(Local Objectives: SS-12, 21)		
ACTIVITY: As a class, make up a list of community resource people who students might interview regarding state and city government. Help students develop questions that will help them learn about respect for the law. *Assessment*: Divide the class into groups of four. Tell members of each group to evaluate (validate or invalidate) each of the questions about respect for the law and ask why they selected the person they did.	*Texas Our Texas*, Teacher's Edition Part II: Oral History Handbook, pp. 1-16	3 8 14
Government Regulations for Substance Abuse		
(Local Objective: S-8.4)		
ACTIVITY: Students will complete activity, "Laws Against Drugs" on page 372 in *Life Science*. Discuss how drug laws vary in punishment based on specificity of the drug. *Assessment*: Have students submit a short report on Texas and federal drug laws.	*Life Science*, Addison-Wesley, pp. 372-373	4 20
BEHAVIOR AND CONSEQUENCES		
Accepting Consequences of Decisions		
(Local Objectives: SS-20, 21) (State Objectives: EH-CD p. 23)		
ACTIVITY: Have students develop the health and safety rules for a small town in Texas after Texas received its independence from Mexico. Have students debate issues such as rules and regulations concerning a smallpox outbreak in the community. *Assessment:* Have students write answers to the following questions: 1. Why do we have to make decisions? 2. What are the consequences of the decisions we make? 3. What decisions affect your life?	*Texas, Our Texas* Workbook, Teacher's Edition Part II, pp. 39-40	1 14
DEVELOPING A POSITIVE SELF-CONCEPT		
Personal Appearance		
(State Objectives: EH-C&T, pp. 19-21) Activities and Assessments on noted pages.		7 9 17

PHYSICAL SAFETY, GRADE 8

CIVIC RESPONSIBILITIES TOWARD SAFETY

Support National Laws

(Local Objectives: SS-31, 32, 33)
(State Objectives: TI-75.85.6C)

ACTIVITY: Have students look at Worksheet #33 on "The Virginia Bill of Rights: Analyzing a Document." Have students decide:
1. Where does political power rest?
2. What would happen if people did not support the national laws of government?

Assessment: Have students research the necessary steps for passing a national law regarding the acquisition of a social security number for children.

Resources

Instructional	Community
A History of the Republic - The United States to 1877. Teacher's Resource Manual Section Worksheets, Prentice-Hall, p. 33	4 9

BEHAVIOR AND CONSEQUENCES

Accepting Consequences of Decisions

(Local Objectives: SS-31, 32, 33)
EH-CD p. 23

ACTIVITY: Discuss with students the aspects of being a citizen of the United States. Explain how the aspects of citizenship are related to one's life. Divide the class into cooperative groups of 5 to discuss accepting consequences of decisions. Each student will list the types of decisions we all make and the possible consequences for these decisions.

Assessment: Have students answer the following questions:
1. Give *three* types of decisions a responsible citizen makes.
2. How do these decisions affect your life?
3. What are the consequences if you make wrong decisions?

Instructional	Community
A History of the Republic - The United States to 1877, Teachers Resource Manual, Prentice-Hall, pp. 61-65	4 7 17

Making Decisions

(State Objectives: EH-CD p. 23)
Activities and Assessments included on indicated pages.

Instructional	Community
	5

EMOTIONS AND THEIR EFFECTS

Self-Understanding and Responsibility

(State Objective: EH- FL pp. 19-28, CD pp. 19-22)
Activities and Assessments included on indicated pages.

Instructional	Community
	7 17

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
Program: Presentations
Target Area: 6-8
Contact: Social Services Department
Phone Number: 926-2544
Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
Program: Putting Your Heart into the Curriculum
Target Area: 6-8
Contact: Pam Hodges or Patricia Evans
Phone Number: 732-1623
Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
Program: Health Education and Safety
Target Area: 6-8
Contact: Grace Palmer
Phone Number: 732-4491
Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
Program: Counseling/Presentations
Target Area: 6-8
Contact: Sarah Brooke
Phone Number: 336-8311, ext. 420
Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
Program: Spruce Emergency Youth Shelter
Teen Talk--Confidential Counseling 336-TALK
Target Area: 6-8
Contact: Counselor on duty
Phone Number: 877-4663
Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
Program: Presentations/Counseling
Target Area: 6-8
Contact: Theresa Rembert
Phone Number: 926-1231
Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Charter Hospital**
Program: Substance Abuse, Self Esteem
Target Area: 6-8
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

8. **Agency: Department of Human Services**
Target Area: 6-8
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

9. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: 6-8
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

10. **Agency: Fire Department, Fort Worth**
Target Area: 6-8
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

11. **Agency: Fort Worth Fire Department**
Target Area: 6-8
Program: Presentations
Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

12. **Agency: Fort Worth Fire Department**
Target Area: 6-8
Program: Juvenile Firesetters Counseling Service
Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

13. **Agency: Fort Worth Girls Club**
Target Area: 6-8
Program: Presentations on Sexual Abuse and Dealing with Stress
Contact: Sally De Foor
Phone Number: 926-0026
Description: Preventing Teen Pregnancy on how to talk to parents about sexuality.

14. **Agency: Fort Worth Police Department**
Target Area: 6-8
Program: Presentation
Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

15. **Agency: Harris College of Nursing**
Target Area: 6-8
Program: Presentation
Contact: Ann Kirkham, Assistant Professor
Phone Number: 236-7048
Description: Sexual abuse, rape, and how to deal with emotional and psychological abuse.

16. **Agency: March of Dimes**
Target Area: 6-8
Program: Presentations on Safety
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

17. **Agency: Mental Health Association of Tarrant County**
Target Area: 6-8
Program: Early Learning Materials and Felt Board Stories on Identifying Feelings
Colntact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

18. **Agency: Parenting Guidance Center**
Target Area: K-5
Program: Effective Parenting
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

19. **Agency: Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: 6-8
Program: Counseling and Emotional Support for Rape Victims
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

20. **Agency: Tarrant Council on Alcoholism and Drug Abuse**
Target Area: 6-8
Program: Presentation
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

21. **Agency: Texas Christian University** Program: Presentation
Target Area: 6-8 Contact: Barbara Brown Herman, Director, Alcohol and Drug Education
Phone Number: 921-7100
Description: Self-esteem, coping with addictive parents, drug education, nutrition and eating disorders, communication skills and decision making.

22. **Agency: The Treatment Place (Parents United)** Program: Individual Therapy for the Abused and Abuser
Target Area: 6-8 Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.